

School and Community

Vol. XX

SEPTEMBER, 1934.

No. 6

Education or Failure

LOYALTY to the worthy ideals of yesterday, and solicitude for the good of tomorrow compel the deepest concern, the most serious thought and the wisest procedure toward the education of our youth today. The citizen who shirks his obligation to children, the taxpayer who shields his shekels at the sacrifice of childhood, the political leader who ignores the influence of schools on the welfare of his constituents, and the teacher who puts less than her life into the trust she has assumed are at once stupid, dishonest and contemptible. No depression is so deep, no catastrophe so serious and no emergency so important as to justify continued laxity in serious attention to education. For, to fail with the young, for whatever cause, is complete and final failure.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association
Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XX

SEPTEMBER, 1934.

No. 6

Published monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers Association as per Article VI, Section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917; authorized May 17, 1921.

Annual membership dues \$2.00, \$1.00 of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address—If you have your address changed give old as well as new address.

GENERAL OFFICERS AND COMMITTEES, MISSOURI STATE TEACHERS ASSOCIATION. Next Meeting, Kansas City, November 8-10, 1934.

General Officers

Pauline A. Humphreys, President, Warrensburg, Head of Department of Education, State Teachers College; H. P. Study, 1st Vice-President, Springfield, Superintendent of Schools; Myrtle A. Williams, 2nd Vice-President, Doniphan, County Superintendent of Schools; Cecil Jenkins, 3rd Vice-President, Savannah, County Superintendent of Schools; E. M. Carter, Secretary-Treasurer, Columbia, Secretary of Reading Circle Board, Advertising Manager of School and Community; Thos. J. Walker, Columbia, Editor of School and Community and Associate Secretary-Treasurer; T. E. Vaughan, Columbia, Assistant Secretary and Business Manager.

Executive Committee

Henry J. Gerling, Chairman, St. Louis, Superintendent of Instruction; Pauline A. Humphreys, Ex-Officio, Warrensburg, Head of Department of Education, State Teachers College; W. J. Willett, Carl Junction, Superintendent of Schools; Jane Adams, Kansas City, Teacher, Paseo High School; Grace M. Shepherd, Maryville, Professor of Education, State Teachers College; J. F. Taylor, Kennett, Superintendent of Schools; Ethel Hook, Kirksville, Director of Libraries, State Teachers College.

Legislative Committee

George Melcher, Chairman, Board of Education, Kansas City; E. F. Bush, Wellston; John W. Edie, Maysville; Anna M. Groseclose, Lancaster; Geo. L. Hawkins, Board of Education Bldg., St. Louis; P. J. Hickey, Madison School, St. Louis; Theo. W. H. Irion, Dean, Faculty of Education, University of Missouri, Columbia; B. P. Lewis, Rolla; George R. Loughhead, Poplar Bluff; C. H. McClure, State Teachers College, Kirksville; W. H. McDonald, Trenton; C. A. Phillips, University Elementary School, Columbia; R. G. Russell, Clayton; O. G. Sanford, Dean, University of Kansas City, Kansas City; Kathryn Spangler, Clinton; H. P. Study, Springfield; Mrs. Rubye H. Thompson, Charleston; M. B. Vaughn, Montgomery City.

Committee on Sources of Larger Revenue

Roscoe V. Cramer, Chairman, Switzer School, Kansas City; W. W. Carpenter, University of Missouri, Columbia; W. H. Lemmel, Flat River.

Advisers: R. E. Curtis, University of Missouri, Columbia; C. H. Hammar, University of Missouri, Columbia.

Committee on Professional Standards and Ethics

J. W. Shannon, Chairman, State Teachers College, Springfield; Theo. Hollmann, Liberty; Hildred Spencer, Milan.

Reading Circle Board

County Supt. W. F. Hupe, Chairman, Montgomery City; Cora E. Morris, Bois D'Arc; Supt. G. M. Cozean, Fredericktown; President Pauline A. Humphreys, Ex-Officio, Warrensburg; Supt. Chas. A. Lee, Ex-Officio, Jefferson City.

Committee on Necrology

Willard Graff, Chairman, Butler, 1935; John L. Bracken, Clayton, 1934; Myrtle Knepper, Cape Girardeau, 1934; W. A. Godbey, 3840a Humphrey, St. Louis, 1934; Francis L. Skaith, Gower, 1935; Jessie Via, Rolla, 1935; W. T. Carrington, Jefferson City, 1936; H. E. Blaine, Joplin, 1936; Beth Kanaga, 3654 Jansen Place, Kansas City, 1936.

Committee on Resolutions

First, Anna M. Groseclose, Lancaster, 1934; Second, C. A. Phillips, Columbia, 1935; Third, Buell Cramer, Smithville, 1934 and Anna E. Riddle, St. Joseph, 1934; Fourth, Gail Shikles, 1126 E. 15th, Kansas City, 1935; Fifth, Hattie Gordon, 5616 Wyandotte, Kansas City, 1935; Sixth, Fred B. House, Warrensburg, 1934 and C. F. Scotten, Sedalia, 1934; Seventh, J. T. Hodge, Cassville, 1934; Eighth, W. H. Lemmel, Flat River, 1934 and J. W. Barley, Rolla, 1934; Ninth, C. J. Burger, Washington, 1934; Tenth, Dr. W. W. Parker, Cape Girardeau, 1935; Eleventh, Nellie McCarthy, 3618 Lafayette, St. Louis, 1935; Twelfth, Mary B. Womack, 5716 Catcs Ave., St. Louis, 1934; Thirteenth, H. H. Edmiston, 5821 Kennerly, St. Louis, 1935; Ex-Officio, President Pauline A. Humphreys, State Teachers College, Warrensburg and State Superintendent Chas. A. Lee, Jefferson City.

Committee on Teachers Salaries and Tenure of Office

A. G. Capps, Chairman, University of Missouri, Columbia; Fred Miller, Normandy; B. M. Stigall, Paseo High School, Kansas City.

Teachers Retirement Fund Committee

Genevieve Turk, Chairman, Searritt School, Kansas City; G. E. Dille, Maplewood; L. A. Eubank, State Teachers College, Kirksville; Stanley Hayden, Kahoka; W. A. Hudson, Deering; D. R. McDonald, Webb City; W. E. Morrow, State Teachers College, Warrensburg; W. J. Saupe, University of Missouri, Columbia; Calla E. Varner, Central High School, St. Joseph; Anne R. Waney, Board of Education Bldg., St. Louis.

Committee on Emergency in Education

W. F. Knox, Chairman, Jefferson City; Lloyd W. King, Monroe City; C. F. Scotten, Sedalia; W. H. Lemmel, Flat River; Ray Hailey, Ava; Fred Keller, Tarkio; C. A. Baldwin, Vienna; J. A. Robeson, 4147 Montgall, Kansas City; P. J. Hickey, Madison School, St. Louis; E. M. Carter, Columbia, Secretary.

Fact-Finding Committee

A. G. Capps, chairman, Columbia; D. C. Rucker, Jefferson City; W. W. Carpenter, Columbia; T. E. Vaughan, Columbia.

Save BY SUBSCRIBING NOW for THE INSTRUCTOR

PRICE WILL ADVANCE NOV. 10TH

The Leading Classroom Magazine for GRADE TEACHERS

The INSTRUCTOR has more subscribers than any other classroom magazine. Its great popularity is due to the fact that teachers have found it the most helpful magazine of its kind. For 1934-35 The INSTRUCTOR will be better and more helpful than ever before. New features will be added and a greater amount and variety of material will be supplied. Subscribe NOW for one or two years at present low prices. Include the new Instructor Yearbook. Pay later if more convenient. Use order blank below—mail today.

You will like The INSTRUCTOR because:

- IT is delivered early—each issue in your hands by the middle of the preceding month.
- IT presents the newest and best teaching helps and materials originated by successful classroom teachers and leaders in elementary education.
- IT has fully 50% more space devoted to teaching material than any other teachers' magazine.
- IT supplies only material of the most practical, usable character—lesson plans, projects, units of work, tests of all kinds, stories, pictures, seat-work, songs, games, things to do and make, etc.
- IT provides a large amount of art and hand-work material, including designs for posters, calendars, blackboard and window decorations, etc., and many reproductions of pupils' work.
- IT furnishes ten large FULL-COLOR reproductions of famous paintings during the year with complete material for class study.
- IT has an eight-page Picture Section in each issue, presenting visual aids in geography, history, art, etc., for all grades. Several Full-Page Posters in Colors are included during the year.
- IT has several pages each month of program material, consisting of plays, recitations, songs, exercises, dances, rhythm band numbers, etc.
- IT has helpful, informative departments: The Teachers' Help-One-Another Club (with Club Exchange); Teacher Aids from the U. S. Government; Teacher's Own Page; Answers to Queries; New Books; Travel (with \$1,000 Prize Contest).
- IT is endorsed and recommended by superintendents, principals, heads of teachers' colleges and normal schools, teachers of training classes, and educators generally.

Money-Saving Club Offers Good Only Until November 10th

The INSTRUCTOR (\$2.00 a year)
with The Pathfinder (\$1.00) \$2.75
with Nature Magazine (\$3.00) 4.25
with Etude Music Mag. (\$2.00) 3.50
with Reader's Digest (\$3.00) 4.25
with Junior Home Mag. (\$1.00) 2.75
with Correct English (\$2.50) 3.65

The INSTRUCTOR (\$2.00 a year)
with Child Life (\$3.00) \$4.25
with American Children's (\$2.00) 3.75
with Hygeia (\$2.50) 4.00
with Good Housekeeping (\$2.50) 4.35
with McCall's Mag. (\$1.00) 2.70
with Women's Home Comp. (\$1.00) 2.85

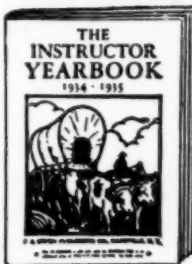
NOTE: If The INSTRUCTOR is desired for 2 yrs., add \$1.00 to prices quoted.

Until Nov. 10:
\$2 FOR ONE YEAR
\$3 FOR TWO YEARS
After Nov. 10:
\$2.50 for ONE YEAR
\$4.00 for TWO YEARS

SAVE BY SUBSCRIBING NOW
50 cts. on a 1 yr. Subscription
\$1.00 on a 2 yr. Subscription



Get The New 1934-35 INSTRUCTOR YEARBOOK for only 25c additional



The 1934-1935 Instructor Yearbook (96 pages and cover, 7 x 10 inches in size) is filled with new, ready-to-use classroom material relating to the social studies—geography and history. The material is in the form of informational stories, tests, lesson plans, etc., and is carefully arranged by grades. Seven double-page illustrations by Bess Bruce Cleveland and Ralph Avery. Attractive and durable green bristol board covers with design in colors.

Price of Yearbook alone, 50 cents. Add to any order which includes The INSTRUCTOR for only 25 cents.

ORDER NOW

Pay November 5th If More Convenient

S. & C.—Sept. _____ Date _____ 193__

F. A. Owen Publishing Co., Dansville, N. Y.

Send me The INSTRUCTOR, beginning with the September issue, for ☐ 1 year, \$2.00; ☐ 2 years, \$3.00. (After Nov. 10, 1934: 1 year \$2.50; 2 years \$4.00.)

☐ Send me The 1934-35 Instructor Yearbook with the above for 25 cents additional.

Also send me other magazines beginning with September, as follows: _____

I am enclosing \$_____ herewith.

I agree to pay \$_____ not later than November 5, 1934.

Name _____

St. or R. F. D. _____

P. O. _____ State _____

**Revenue from Tax Exempt
Property in Missouri would
Open Every School Door
in the State, and
Put Hundreds of Unemployed
Teachers to Work.**

City-owned public utilities pay no taxes to the city, county, state or government. Therefore, the one hundred million dollars worth of city-owned business properties in Missouri represents a tremendous tax loss.

This tax loss must be made up by other tax payers of the state. If you are a farmer, you receive nothing whatever in return for your money. If you are a business man, you may be paying taxes for a competitor. If you are a teacher, a wage earner, a home owner, you and your children are being deprived of school privileges and other necessities that this tax revenue would provide.

Private utilities in the state pay taxes. If the municipally-operated utilities were to pay on an equal basis, they would pay millions of dollars in taxes per annum. One-third of this revenue would go to the school fund! If this inequality in taxation were adjusted and everyone had to pay equal taxes, the revenue from this tax-exempt property alone would open every school door in the state and put hundreds of teachers back to work.

KANSAS CITY POWER & LIGHT COMPANY

KANSAS CITY, MO.



Let a HOUSEHOLD LOAN

free your mind of debt worry

• You can't be yourself or *at your best* when your mind is occupied with old bills and overdue obligations. If summer has left you short of funds and with a need for ready cash, why not visit, call or write your nearest Household office?

A Household Loan is as simple and dignified as a transaction with your banker. You may secure a loan of \$30 to \$300, presenting only your teaching contract as identification. No school executive, friend or relative is informed of your loan.

With your obligations thus *centralized* you can wipe out old debts and make a fresh start. One feature of the Household Plan

which you will appreciate is the arrangement which permits you to repay monthly *out of salary*, taking as long as 20 months if necessary. Or you may complete the payments sooner if you wish. Monthly charges are figured only on the *balance due* for the number of days between payments.

Your first step is to mail this coupon, or visit the nearest Household Office. Your inquiry does not obligate you in any way.

FOR YOUR CONVENIENCE

Name.....

Street.....City.....

Home Phone.....

Amount I wish to borrow \$..... My salary is \$.....

I teach at.....

It is understood this inquiry does not obligate me to borrow or put me to any expense.

HOUSEHOLD
FINANCE CORPORATION
MISSOURI

OFFICES

KANSAS CITY

2nd Floor, Shankman Bldg.
3119 Troost Ave.
4th Floor, The Dierks Bldg.
1006 Grand Ave.

ST. LOUIS

19th Fl., Railway Ex. Bldg.
Olive St., between 6th and 7th.
2nd Floor—Washington-Grand
Bldg.—520 No. Grand Blvd.

ST. JOSEPH

4th Floor, Tootle Building

Household charges the low monthly rate set by the Missouri law, 2½% on unpaid balances only.



Typical Indian Coffee Picker, Mexico

Free Classroom Material . . .

- ☐ **The Coffee Growing Countries of North America**—Illustrated booklet written as a trip through these countries. (Enough copies for classroom reference use.)
- ☐ **Story of Coffee** (revised)—Illustrated booklet telling history, growing and preparation for market. (Enough copies for classroom reference use.)
- ☐ **Coffee Exhibit.** Samples of coffee from berries to roasted bean; compact, easy to store. (One to a teacher.)

Just fill in the coupon and check the material you wish sent to you.



Name _____
 Name of School _____
 Subject _____ Grade _____ No. Pupils _____
 School Address _____

T-6

Bureau of Coffee Information
 230 Park Ave., New York City

If you want to achieve results in primary reading you have never before believed possible, you will adopt

THE CURRICULUM READERS

by

CLARA BELLE BAKER and EDNA DEAN BAKER

of

National College of Education

and

MARY MAUD REED

of

Teachers College, Columbia University

Better in materials, gradation, method, and in appearance. The greatest forward step ever made in primary reader text-book making. Pre-Primer through Third Reader.

THE BOBBS-MERRILL COMPANY

Indianapolis

New York City

Two Favorites of Young Readers

A LITTLE JOURNEY THROUGH ALASKA

by R. Leslie Gordon

A delightful expedition via the printed route through that magnificent pioneer country, Alaska. Discusses history, geography, climate, civilization, resources, cities, industries, and points of interest. 144 pages. Photographic illustrations. 76 cents postpaid.

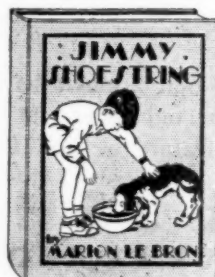
EXCELLENT

QUALITY

PAPER

WELL

ILLUSTRATED



STRONG CLOTH

BINDING

DURABLE

AND

ATTRACTIVE

JIMMY SHOESTRING

by Marion LeBron

A charming story for youngest readers, about a little stray puppy dog, Jimmy Shoestring, and a little boy, Tom Tiddle. The strong attachment of this boy and dog makes a theme of appealing interest, and children will appreciate the patient kindness Tom displayed in teaching Jimmy to perform tricks. Tom tried to teach Jimmy to read, too, but that was the one thing Jimmy could not learn. Illustrated in colors. 96 pages. 64 cents postpaid.

Published by
ORDER NOW FROM A. FLANAGAN COMPANY

920 N. Franklin St., Chicago, Ill.

Write for our catalog describing many other splendid supplementary readers.
E. M. CARTER, SECRETARY, COLUMBIA, MO.

SEPTEMBER

the longest, hardest month of the year to many teachers



September marks the beginning of a new year's work for the teacher -- and it is often a long, hard month, both in the school room and outside. Many extra expenses must be met -- there are purchases to be made, preparations that require cash outlays at the beginning of the term -- and all these together often run into a considerable amount of money.

No teacher need be embarrassed by lack of funds at this time, however. Bridge over the gap by taking advantage of our Teachers' Loan Plan.

We will lend you up to \$300 on your own note, with convenient monthly repayment terms. No endorsers are required; all transactions are private and confidential, and can be handled entirely by mail. Hundreds of teachers are using this independent, business-like method of handling their financial affairs; you will be equally pleased with our practical, helpful service. The only cost is the legal rate allowed by Missouri law, $2\frac{1}{2}\%$ per month on unpaid balance.

Write us today for complete information, without cost or obligation. Use the coupon below.

FULTON LOAN SERVICE, INC.

230 Paul Brown Bldg., St. Louis, Mo.

424 Professional Bldg., Kansas City, Mo.

SEND DETAILED INFORMATION ABOUT TEACHERS' LOAN PLAN TO

Sending in this inquiry puts me under no obligation or expense whatever.

Name _____
 Street _____
 City _____ State _____
 Amount I wish to borrow \$ _____
 I teach at _____

H E L P

the institution you work for and the organization that works for you by getting your library books and supplies from the

PUPILS READING CIRCLE of the Missouri State Teachers Association

Thus you will
Save money for your school
and
help your own organization
to
continue its work
for
better schools
where
better teachers
train
better citizens
for
a better Missouri.

Your own Association
Can supply every library need

Write to

E. M. CARTER,

Teachers Building, Columbia, Missouri
for Order blank Catalog.



VOL. XX

No. 6



SEPTEMBER,

1934

TABLE OF CONTENTS

Meet Our Contributors	184	Modern Youth Again	200
Editorials		The American Attitude Toward Art	201
Our Legislative Program	185	An Adventure in School Advertising	205
Teacher Retirement on the Ballot	185	Community Celebration Program for High	
The Textbook Situation	186	School Tercentenary	207
There's J. A. Koontz for Example ..	187	Little Folks' Poetry Pack	208
M. S. T. A. Group Insurance	188	Our Rural Schools	210
Thanks and Appreciation	188	The Truth About the Cost of Government	211
District Association Meetings	189	To the Teachers of America	212
"M. A." O'Rear	190	State Department of Education	
From the Rostrum of Her Knee—A poem	191	High School Music Festival	213
Be of Good Cheer	192	Fundamentals of Music Course	213
An Art Gallery Project at Marion Center	194	Elementary Picture Study for 1934-	
Tools for the English Teacher	196	1935	219
Objective Tests and the Program of Sec-		Reading Circle List	222
ondary Education	197	The Bridge Over the Chasm	230
Suggestions for a High School Commercial		Items of Interest	233
Curriculum	199	Book Reviews	237

INDEX TO ADVERTISERS

Aeolian Company	215	Kansas City Power & Light Co.	178
Allyn and Bacon	Fourth cover	G. & C. Merriam Company	233
American Book Company	239	Nat'l. Ass'n. Chewing Gum Mfgs.	229
Bass Camera Company	240	North American Insurance Company ...	
Bobbs-Merrill Company, The	180 Third cover	
Bureau of Coffee Information	180	Oronogo Flower Gardens	240
Flanagan Company, A.	180	Owen Publishing Company, F. A.	177
Fulton Loan Company	181	Pupils' Reading Circle	182
Hoover Brothers, Inc.	240	Roach-Fowler	231
Household Finance Corporation	179	Scott, Foresman and Company	237
Jensen, Albert V.	240	Webster Publishing Company	235

Meet Our Contributors

ADA BOYER is a rural teacher in Iron County, Missouri. She is in love with her work because she sees and understands its significance. Last year she contributed an article to each issue of our publication. We and a host of rural teachers hope that this work will be continued.

RUTH BYNUM has for the past ten years been a teacher of English in the Webster Groves high school. Her special phase of English is reading. Last year she served as Chairman of the Department of English in the Missouri State Teachers Association. She is an officer in the National Council of English Teachers.

PAULINE VAN EMAN, who contributes the article Suggestions for "A High School Commercial Curriculum," is a high school teacher at Gallatin in the field of commercial subjects. Her article is filled with practical suggestions for the solution of problems common to many schools.

JOHAN K. NORTON is Professor of Education in the Teachers College at Columbia University. He speaks authoritatively on the "Truth about the Cost of Government." For two years he has served effectively as the Chairman of the National Committee on the Emergency in Education. For several years he was Director of the Department of Research in the National Education Association.

H. T. DOWNS' article, Modern Youth of Views and News, an organ of the Webster Groves schools. The article is a sane and thoughtful contribution to the ever present and always interesting question "Whither are our youth going?" Mr. Downs is treasurer of a local teachers cooperative benefit association.

CAROL M. HAMMONS was a teacher in a rural school of Grundy county last year where she worked out the project in art which she describes in this issue. So outstanding was this project from the standpoint of student participation, educative results, and adaptability to other rural schools that Miss Irene O'Brien, State Rural School Supervisor and Miss Blanche Baker, County Superintendent of Grundy county, insisted that the teacher prepare this article for publication. We understand that marriage has removed her from the active ranks of the profession.

LOUIS LA BAUME is an architect who lives in St. Louis, to which city he has contributed some of its most beautiful buildings. He is Vice-President to the Board of Control of the City Art Museum, and prominent in his professional organizations. He is the author of "Picturesque Architecture in Mexico" and of many articles in magazines.

His contribution to this issue is an interesting, wholesome and encouraging address delivered at Columbia on Fine Arts Day.

HARL R. DOUGLAS who writes on "Objective Tests and the Program of Secondary Education" is a native Missourian with degrees from Missouri University and a Ph.D. from Stanford. He is now a professor of education in the University of Minnesota. He has lectured widely and written considerably in the field of his major interests, educational measurements. He sees danger in the Cooperative Test Service being sponsored by the American Council of Education.

ARTHUR LEE, superintendent of schools at Clinton, Mo., who contributes through the School Executives Magazine the heartening article, "Be of Good Cheer," is well known to the school people of Missouri. His long tenure at Clinton causes us to think of him in Goldsmith's words as a man "to all the country dear . . . who ne'er had changed, nor wish to change his place." Mr. Lee is a lover of English, a student of it, both as to form and content. He is the author of a popular English Grammar.

BERENICE BEGGS is not a stranger to readers of the School and Community, to which she has contributed several articles along the line of her chief interest, children's literature. She is the editor of our new department, "Little Folks Poetry Pack." She believes that much good poetry for children is produced in our own state and by our own teachers is allowed to "waste its sweetness on the desert air" for the lack of publicity opportunities. The poems in this issue are all written by Miss Beggs, but the intention of the department is to publish worthy contributions from any one who will submit them. If you will submit to her editorial judgment your own productions in the field of children's poetry you will find her both sympathetic and competent. She is a member of the faculty of the teachers college at Kirksville.

A PENNSYLVANIA product from birth to Master's Degree is James Ambrose Shook, winner of the article on "Interpreting the Schools to the Public."

His higher education was received at Juniata College, the University of Pennsylvania, from which he holds the degree of Master of Arts, and the University of Pittsburgh. History, Sociology and School Administration were his special fields of study.

Since 1923 he has been Principal of Reading's Northeast Junior High School where he has become recognized as a public speaker at educational conferences and high school commencements. His article is a record of his own work in explaining the work of the school to the public.



EDITORIALS

OUR LEGISLATIVE PROGRAM

THERE IS more than the usual interest on the part of teachers in the legislative program of the Association, judged by the number of inquiries that reach the headquarters office. This interest grows out of two situations, viz., the continued failure of the State to meet its full obligation under the 1931 School Law with reference to the general distribution of state monies, and the present confusion with regard to high school tuition.

There is some improvement this year in the amount of state money available, and the recent revision of a supreme court decision has clarified somewhat the status of high school tuition, but there is still much to be desired in both matters.

There will be, no doubt, a determined effort made to remedy the present chaotic financial situation.

To meet this need the M. S. T. A. has had under way for several months studies to determine the effects of certain changes. The data used and tabulated involves a study of the finances of every school district in the State and will furnish to legislators concrete examples of the effect of any proposed change of law on the finances of each school unit.

One thing is perfectly evident and that is, if the State had made financial provisions for meeting in full the terms of the law there would now be no embarrassing revenue situation. It is likewise evident that had this been

done, local property taxes could have been materially reduced.

It follows that our major problem continues to be one of financing completely the new law. We should change the unsatisfactory financial conditions of the state to meet the law rather than change the law to meet unsatisfactory conditions.

TEACHER RETIREMENT ON THE BALLOT

FOR THE FIRST time in the history of Missouri, the people of the state will vote on the question of liberalizing the state constitution so that teachers' retirement funds may be provided. In past years, amendments permitting, not establishing, retirement funds for policemen, firemen, and indigent aged individuals have been adopted and pensions for the blind have actually been provided.

Now we are to decide whether our constitutional limitation against retirement provisions for teachers shall be removed. This liberalizing amendment placed on the ballot by the M. S. T. A. with the cooperative assistance of the P.-T. A. should receive the constructive attention of every teacher. With such attention its chances for adoption are good; without it failure is certain.

We ought to capitalize the current sentiment toward economic security through old age pensions and insurance against unemployment, both of which have received favorable attention from large groups of socially minded people recently—particularly

the Federation of Churches and many church conventions.

Our arguments must be entirely from the point of view of general welfare. Teachers, as individuals, can claim no special favors, and as a group are entitled to none except such as can be justified solely on the grounds of public welfare.

What are these grounds?

First, is the improvement of the character of the teaching personnel. The very nature of public education is such that public welfare demands teachers of high character, superior mental ability, adequate education and physical fitness. People of this type are also attracted to other professions and occupations. The public must, for the perpetuation of its best traditions and the attainment of its ideals, make teaching attractive enough to claim for the schools their full share of the best people. Economic security in old age is a major consideration in the selection of one's life work. A guaranteed retirement allowance is the most practical means by which this security can be attained for teachers.

In the second place, public welfare demands that not only children but the aged be removed from competitive fields of labor in order to give those in the more efficient period of life a chance to work and to give to the public their services. Retirement accomplishes this painlessly.

Placing the question on the ballot is an expensive and laborious process as those who worked on this proposition can testify. It therefore behooves us to put forth every effort possible to carry the present amendment.

THE TEXTBOOK SITUATION

WHAT'S THE CONDITION of our textbook supply? Next to "what's the character of our teachers?" this is the most important question that can be asked at the beginning of this school year. For the depression has hit the textbook a sickening blow.

Let's close our ears to the propaganda that emanates from publishers who are naturally on the alert for every story that will stimulate sales and look at the question from a common sense point of view. Here are some common sense questions.

Are the books sanitary? It costs little to fumigate and certainly the cost and trouble are worth the payment for the sake of protecting the health of the child against this possible source of disease.

Are the books clean and complete enough to use? If they are, then a thorough disinfecting is all that needs to be done to them. But in many Missouri schools and for many sets of books in most schools the books cannot be made fit for use. They should be destroyed by fire and the temptation to use them be thus forever removed.

There is much exaggeration of truth in the cost of new books, even though some of them are too expensive. Less than two percent of the total cost of schools is consumed by even an adequate expenditure for all instructional supplies including book... Fortunately in Missouri this amount is furnished by the foreign insurance tax. If and when this money is used according to law, there is an adequate supply of money for books. The trouble is that the inevitable budget reductions have made many of us wink at loose law observance.

tion and textbook money has been spent for everything else than books.

In our schools, which have developed with a greater emphasis on books than the schools of most countries, an insufficient supply of books means more than a corresponding decrease in school efficiency. With the text book supply short, the money spent for other school necessities is often wasted. The pupil's time, the teacher's effort and the public's money is always better used when an adequate supply of up-to-date usable material is at hand.

It is time to revive and restore education in Missouri, and a prime essential to this is the restoration of the tools of learning. Let's see to it that books, the least expensive and the second most important factor in education, are brought back to a decent, sanitary, and instructional standard.

THERE'S J. A. KOONTZ FOR EXAMPLE

THE ADVOCATES of adult education will not be asleep to the example of Mr. J. A. Koontz who, if we may be impolite enough to guess at his chronological age, is according to the once popular idea old enough to retire to the chimney corner and rust out the remainder of his allotted years, but who, instead of doing that has used his spare time in the study of a new profession. He has in four years acquired enough legal knowledge to pass the state bar examination and become a legally qualified attorney in the city which he served as superintendent of schools for a dozen years, and in the state where he was a teacher forty years ago. When we hear the age old argument that so and so is too old to learn, there is its refutation in the example of J. A. Koontz.

When the aims of education in modern society are discussed, that of adaptability to one's environment is always in the forefront as one of the important functions of the school. Life in a changing world should be equipped with the ability to change. In every age adaptability has been advantageous to its possessor. In this age it is necessary. Mr. Koontz in his forty years as a student of education knows this and knowing it he has, characteristically, made it a part of his daily living. His mind is active, keen, and alert now because he has always found the world interesting with plenty to learn and stimulating enough to keep him mentally awake. He has never lost the ability to wonder, to ask questions and to think for himself. Some day it will not be uncomplimentary to say of one "he has the mind of a child." Mentally one should always be growing up, never grown up. There's J. A. Koontz for example!

Unlike many who have used the public schools as a "stepping stone" to law, literally walking over the bodies and minds of little children to keep out of the quagmire of financial bankruptcy while they were studying law, Mr. Koontz took education seriously. In 1893 he graduated from the Normal School at Kirksville. In 1901 he got his A. B. at Stanford, in 1917 at Columbia University he earned his A. M. Two States, Montana and Missouri recognized his educational work by electing him president of their State Education Association. He went from Education to Law but not until he had seriously, studiously, and successfully *given* to children years of effective service. When youth proposes to use children as stepping stones to law, or medicine, or ministry or even housewifery we should say, "Children are

not for your convenience. While you are a teacher you must give to children your best. There's James Alva Koontz for example!"

M. S. T. A.

GROUP INSURANCE

"**L**IFE INSURANCE has to be sold, it is not bought," is an old saw the teeth of which should be broken out in this day when need and ability should determine for each individual how much and what kind of insurance he should carry. If sober, intelligent consideration of all the elements involved, together with the advice and council of trusted and disinterested friends shows that one needs certain amounts and types of insurance, certainly then it should be bought, regardless of whether one has the stimulus of a high powered sales talk from an agent whose chief interest is the first premium of which he gets the larger part.

Most young people today do need insurance. Unfortunately many of them have the "perpetual youth" complex and this need is not felt as it will be later in life, even though it is often more needed. Those who have dependents unprovided for, those who owe debts that are not adequately secured, those who for any reason

might by death within a certain time cause some other person to suffer need life insurance. It should be purchased like fire insurance, automobile insurance or any other needed service is purchased—on the basis of need and ability to pay for it.

On the inside back cover page of this magazine is an advertisement of one type of life insurance provided by the M. S. T. A. for its members. Because of numbers and the preferred character of risk which the teachers offer, this type of insurance can be obtained through the M. S. T. A. at a saving. It has been in effect for seven years and has benefited hundreds of Missouri teachers. Of course its continuation has been made possible only through voluntary use by the teachers. It, unlike the ordinary insurance, has to be bought, in the sense that high powered agents cannot afford to sell it at the rates offered.

Your thoughtful attention to this advertisement in relation to your insurance needs is requested. An inquiry addressed to E. M. Carter, Secretary of the M. S. T. A. will bring you more information concerning details.

The association also has a contract with the same company for group annuities. If you are interested, ask about this type of insurance.

Thanks and Appreciation

Miss Turk voices her appreciation for work done on Retirement Petitions.

TO ALL THE SPLENDID workers in the state who aided us in consummating our initiative petitions I give my heartfelt thanks and appreciation. The Parent-Teacher workers stood shoulder to shoulder with the teachers of the state throughout the campaign, and to Mrs. P. H. Crane its Legislative chairman we are deeply grateful.

Where so many individuals are involved in a task as were at work on the circulation of these petitions, it is dangerous to attempt to express appreciation to individuals because it is certain that the names of many deserving ones will be omitted. In spite of this hazard however, we cannot refrain from pointing out the fact that we are especially grateful to the following who

accepted leadership in their respective congressional districts and who carried on so effectively.

First District—Mr. Stanley Hayden, Dean Eubank.

Second District—Dr. W. J. Saupe.

Third District—Miss Calla Varner, Mr. F. E. Vandersloot.

Sixth District—Mr. W. E. Morrow, Miss Pauline Humphreys, Mr. H. P. Study, Mrs. P. R. Burford.

Seventh District—Mr. E. A. Elliott, Mr. C. F. Boyd.

Eighth District—Mr. Roy Taylor, Mr. Miles Elliff, Mr. Roscoe Cramer, Mr. W. H. Lemmel.

Ninth District—Mr. Stephen Blackhurst, Mr. C. J. Burger.

Tenth District—Dr. W. W. Parker, Mrs. W. L. Mabrey, Mr. W. A. Hudson.

Eleventh, Twelfth, and Thirteenth Districts—Mr. C. H. Sackett, Miss Mary B. Womack.

Shall we ever doubt again that the educational forces of the state united in a movement have power? I hope the impetus of this first step will carry us on to victory on November sixth.

Will every friend of education be alert to the needs of the moment for the next eight weeks?

Again thanking every one who helped.

Sincerely,

GENEVIEVE TURK, Chairman
Retirement Fund Committee,
M. S. T. A.

District Association Meetings

Northeast Missouri Teachers Association:

Kirkville, October 18-19

Officers

President, Chas. P. Mayo, Clifton Hill; 1st Vice-President, J. M. Davidson, Memphis; 2d Vice-President, Mildred Crawford, Clark; Secretary-Treasurer, L. A. Eubank, Kirkville. **Executive Committee:** Herbert Hartford, Worthington; Stephen Blackhurst, St. Charles; C. A. Powell, Macon; J. G. Van Sickle, Kirkville.

Central Missouri Teachers Association:

Warrensburg, October 18-19

Officers

President, Harry McMillan, Lees Summit; Vice-President, Vernon W. Welch, Blairstown; Secretary, Fred W. Urban, Warrensburg; Treasurer, G. E. Hoover, Warrensburg. **Executive Committee:** Harry McMillan, Lees Summit; Vernon W. Welch, Blairstown; Fred W. Urban, Warrensburg.

Southeast Missouri Teachers Association:

Cape Girardeau, October 18-19

Officers

President, Fred L. Cole, Potosi; 1st Vice-President, Mrs. Ruby H. Thompson, Charleston; 2d Vice-President, Mary Lee Dunn, Centerville; Secretary-Treasurer, L. H. Strunk, Cape Girardeau. **Executive Committee:** A. C. Magill, Cape Girardeau; C. E. Burton, Piedmont; Geo. D. Englehart, Matthews.

Southwest Missouri Teachers Association:

Springfield, October 17-19

Officers

President, Jonah Long, Hartville; 1st Vice-President, H. N. McCall, Greenfield; 2d Vice-President, Omer L. Robertson, Willard; Secretary-Treasurer, C. W. Parker, Ozark. **Executive Committee:** Jonah Long, Hartville; Howard Butcher, Pierce City; Ray Hailey, Ava; J. B. Remington, Golden City.

Northwest Missouri Teachers Association:

Maryville, October 18-19

Officers

President, John W. Edie, Maysville; 1st Vice-President, Leslie Lawing, Maryville; 2d Vice-President, Mrs. Bessie Bailey, Gallatin; 3d Vice-President, Daisy Robins, Savannah; Secretary, Bert Cooper, Maryville; Treasurer, Hubert Garrett, Maryville. **Executive Committee:** Cecil Jenkins, Savannah; Francis L. Skaith, Gower; Harry Thomas, Maysville.

South Central Missouri Teachers Association:

Rolla, October 18-19

Officers

President, Miss Olinda Glaser, Sullivan; 1st Vice-President, Glenn Smith, Salem; 2d Vice-President, Tom Turpin, Crocker; 3d Vice-President, Richard L. Terrill, Bland; Secretary-Treasurer, B. P. Lewis, Rolla. **Executive Committee:** J. H. Trippe, Richland; Ralph Marcellus, Rolla; Mrs. Jessie McCully, Dixon; Ada M. Bawbell, Pacific.

"M. A." O'Rear

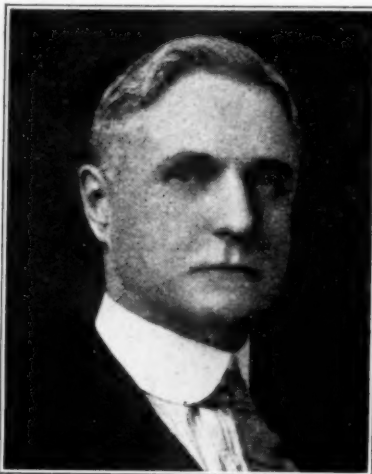
AN APPRECIATION

MIRANDA ALLEN O'REAR passed away on June 21, 1934, following a major operation in a hospital at Springfield, Missouri. In his going Missouri lost an outstanding leader in the field of public education; the Southwest Missouri State Teachers College lost a teacher and a director of the very first quality, and thousands of teachers realized that a lonesome gap had been made in the front ranks of their most highly prized friends.

For forty-six years M. A. O'Rear had been a teacher in Missouri schools. He began teaching at the age of nineteen in a rural school in Audrain county; at twenty-one he was principal of a small school at Renick on the east side of Randolph county; two years later he served one year as principal of the high school at Columbia which was followed by four years of work as principal of the high school at Centralia. Eighteen ninety-eight found him beginning a five year period of work as superintendent at Sweet Springs which was followed by ten years of service as the head of the schools of Boonville. While serving in this position he taught as a special teacher for one summer in the then newly organized State Normal School at Springfield. In 1913 he resigned at Boonville to accept a permanent position on the faculty of the Normal School as Head of the Department of Education and Director of the Training School. This position he held until his death, and in it was an important factor in developing the Normal School into an outstanding Teachers College—"M. A.," as he was called by those who knew him best spent his life getting and giving in the field of education. He began his teaching before he had finished his high school education, but he found time always to con-

tinue his own development. Teaching regularly, he used many of his summers in his own improvement and with the exception of attending one quarter at the Chicago University and a semester at Teachers College Columbia University he did all his college work in Summer schools. By this method he earned three degrees an A. B. and a B. S. at Missouri and an M. A. at Chicago; in addition thereto he did graduate work at Columbia University.

He was always constructively active in teachers organization work and honored both district and state association with his services. He served as president of the Central Missouri State Teachers Association, as first vice-president of the State Association and as member of its Executive Committee for two terms. In the latter position he was a leader in the reorganization of the Association in 1919. At the



Chidnoff Studio
M. A. O'REAR

time of his death he was a member of the Missouri State Conference of Educational Institutions, Chairman of the Inter-school Curriculum Committee, Chairman of the Inter-school Committee of Education Teachers, Chairman of the State Teachers Colleges Curriculum Committee, Chairman of the Teachers College Guidance Committee. He was a member of Phi Delta Kappa and the National Society of Teachers of College Education. He was born near Columbia, Missouri in 1869. In 1895 he married Miss Cora Freeman. Of this union were born two children, Lloyd Barret and Helen Margaret who with their mother survive him.

But thus to chronicle some of the attainments of M. A. O'Rear is to do his memory less than justice. Who can picture his genuine sincerity which lives in the memory of those who were favored by his

acquaintance? Who can portray his honesty which was reflected in his every thought and deed? Who can measure his unselfish devotion to the cause in which he spent without stint his splendid energies, except those who came in contact with his quietly forceful personality? Who can estimate the influence of his power which always radiated from him whether in the classroom, the conference chamber, or in the informality of conversation? Only when we can measure devotion to the highest of educational ideals and set a value thereon; when we have scales to weigh spirit and mark its meaning; when we have instruments to survey stretches of faith in the improbability of humanity through the instrumentality of education; when we develop feelings fine enough to be aware of the depths and intensity of love, and vision clear enough to note the waves of influence as they lap the shore of infinity—only then shall we be able to make an adequate estimate of the value of a life such as M. A. O'Rear has given to the world.

The words of Markham as aptly fit O'Rear as they did Lincoln:

"The color of the ground was in him, the red earth,
The smack and tang of elemental things;
The rectitude and patience of the cliff;
The good-will of the rain that loves all leaves;
The friendly welcome of the wayside well;
The courage of the bird that dares the sea;
The gladness of the wind that shakes the corn;
The pity of the snow that hides all scars;
The secrecy of streams that make their way
Under the mountain to the rifted rock;
The tolerance and equity of light
That gives as freely to the shrinking flower
As to the great oak flaring to the wind.
He held his place—held his long purpose
Like a growing tree . . . and he went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky."

FROM THE ROSTRUM OF HER KNEE

From The 'Varsity of Motherhood she had won her "Ph. D."—

A pink and white "Diploma" with a little dimpled knee—

All her various other "Credits" she had hanging on the wall,

While this pink and white "Diploma" could suck its toe and crawl.

No more she'd face the classes holding forth in major key,

For she'd teach this "Yelling Freshman" from the rostrum of her knee.

She had always said that Romance was a pleasing thought—but queer,

And that Nothing—Never—Nothing! should stop her bright career—

But Cupid isn't stupid, whatever maids may think—

He lets them soar and rave and roar, then topple o'er the brink

And leave careers half finished in a dazed and dizzy spree

When she starts to teach a baby from the rostrum of her knee.

She took this little "Freshman" from the land beyond the veil

And bolstered up his Courage, that he might never fail

In the task he found to tackle in his work and in his play—

Just to Smile and keep on going, was the way to win the day.

She forgot the class-room glamour that had given her such glee,

And in after years blessed thousands from the rostrum of her knee.

So the ways of God are wondrous—if we follow out His plan,

And give up teaching classes—just to make the boy a man,

For each tiny little "Freshman" is a unit of the whole

And the world may be enlightened by the vigor of his soul.

When she ceased her earthly struggle, she had reached serenity—

For she taught the world a lesson from the rostrum of her knee.

Copyright, 1934

—Rowan Ray.

Be of Good Cheer

By Arthur Lee.

Reprinted from School Executives Magazine by the appreciated permission of that publication and the author.

AMONG educators, it is a time of perplexing problems, doubt, and fear.

The sources of revenue are drouth-stricken; the schools are starved. Curtailed services, insufficient equipment, un-repaired buildings, lowered salaries, reduced personnel, and annulled departments, though forced by necessity, are bad enough. In addition, an outcry has been raised against the public schools. They are charged with being tremendously expensive, with useless fads and frills, with piling up taxes that have caused the loss of homes and farms, and with bankrupting towns and counties and even states. Educational leaders declare that a crisis is upon us, the like of which has never before threatened the schools. In the face of loss and sacrifice and immoderate accusation, school people are disheartened. The angry attack upon educational leaders and the system of American free education appalls us. Some are almost ready to believe that the twilight of public education is upon us.

It is necessary, of course, not to minimize the danger. It is necessary to face the situation, to resist attack, to fight for the American ideal of educating all the children of all the people at public expense. Panic fear among the defenders of the citadel would be disastrous. There is no need for fear, no reason for panic. The purpose of this paper is to bid the friends of the schools be of good cheer.

Meager Programs

What do the critics of the schools propose? Further than to declare that fads and frills must go and that costs must be drastically reduced, they do not, as a rule,

have a program. But Dr. Henry S. Pritchett, President Emeritus of the Carnegie Foundation, proposes that courses of study in both elementary and high schools shall be fewer and simpler, that states shall no longer furnish free textbooks, and that high school students shall pay fees. If the critics should convert public opinion, it is probable that only the rudiments of education would be furnished at public expense; that operating costs would be lowered by providing simpler buildings, by permanently cutting salaries, by providing less equipment, by eliminating departments. Why will not such a program be put in effect?



ARTHUR LEE

Because, in the first place, it is becoming more and more evident that governments, in order to survive, must mould and train youth for the kind of citizenship the government requires. When the Bolsheviks seized power, being a small minority of the Russian nation, they relentlessly set about holding their position by force until by means of public education they could rear a nation of communists. Other governments, in order to live, whether new or traditional, must implant in their youth the ideas and the ideals upon which these governments are based. We know, of course, that the conviction that the success of government is dependent upon education is not new. We know that the founders of our republic held it. They believed that our government, more than others, required an educated citizenry, because it is a popular government. But it is now evident that every state, whether democratic, communist, or fascist, must by means of state

schools mould youth into the kind of citizens that it must have unless it is to decline and fall. It is evident, also, that the time of life when people are most susceptible to subversive influences is the period of adolescence.

American statemen and the leaders of American opinion will never, and can never, consent to the ending of free schools with the sixth or the eighth grade. The basic reason for educating all children at state expense is now the same as it always has been, the safety of the state and the welfare of society.

In the second place, modern commerce and industry require an educated people for their prosperity. Educated people are the best consumers. Business knows that it cannot prosper unless all the people are reasonably prosperous. Suppose we decide that schools shall be free and compulsory, say through the sixth grade, but beyond that only those shall receive junior and senior high school advantages whose parents are able to bear the costs of instruction, or a material part of the cost. What will be the result?

Inevitably the result will be to stratify society much more than at present. The mass of the people, those who have had the advantages of only the truncated schools, will be shut up to narrower and simpler lives. Perhaps there are those who honestly think that such a condition would be desirable. If so, they have parted company with the American way of thinking. Business, for reasons of self-interest, cannot go along with them. Industry demands mass consumption. It requires a populace with desires for all sorts of things and with the earning ability to satisfy their desires—bathtubs, furnaces, radios, good and tasteful furniture, automobiles, travel, health protection, insurance, magazines, and books. In general, business needs a nation of people who live on the level of comfort and decency, who are ambitious and confident. A peasantry, a proletariat, does not fit modern commercial conditions. The way to have a nation of peasants and proletarians is for the state to furnish free only a short and narrow educational training. The majority of the leaders of business may be trusted to realize this condition.

In the third place, the American people

will never consent to a retreat in education and to restriction of their children's opportunities. After four thousand years of history, during which the Man with the Hoe was the symbol of the masses, the common man in the last century has begun to come into his own. He will not be dispossessed. During this depression, the people have been patient and orderly because they were confident that good times would return, and that the door of opportunity would again be open.

The common people will not easily give up what they are used to in public education for their children. Organized labor has always stood for good public education for everyone. Always we have with us some people who, in their hearts, are not converted to the plan of taking one man's money to educate another man's children. They have been a minority, outvoted again and again. In hard times their numbers increase, and they find spokesmen. When better times return, their numbers dwindle, and their leaders are less vocal. The self-interest of the masses coincides with the judgment of the founders of our government that the only safe course for our republic is to educate all.

There is another important reason why we cannot greatly restrict educational opportunity. If we cut off free education at the beginning of the junior high school, what are we going to do with youths between the ages of twelve and eighteen who cannot pay their way in school? If we decide to stop free education with the eighth grade, there will still be a mighty army of boys and girls between the ages of fourteen and eighteen for whom tuition fees will be an insurmountable barrier. Of the 4,399,194 who were in public secondary schools in 1930, the majority would probably not have been in school if they had been obliged to bear a material part of the cost of their schooling. What are we to do with them? Industry does not want them. It cannot use them. It is generally conceded that the increasing use of machines will make it impossible to employ all our adults even when prosperity returns. We simply cannot shut the door of the school upon millions of boys and girls and condemn them to unemployment and idleness.

(Cont'd on page 228)

An Art Gallery Project at Marion Center

By Carol M. Hammons.

I HARDLY KNOW HOW IT STARTED.

Perhaps it began at the Marysville State Teachers Meeting, when I bought for a song three fair prints, one a copy of Ruysdael's "The Windmill." Then a few weeks later an idea came when Stanley McKemy of Edinburgh, presented the "Return of the Mayflower" by Boughton, at a county demonstration meeting. The attractive manner of presenting and mounting suggested to me many pictures I remembered in my files of teacher's magazines saved from twelve years of teaching. From our county superintendent, Miss Blanche Baker, I would get several plain white cards nine by twelve inches on which to mount some of my pictures. Of course she encouraged me.

I set to work with note-paper, scissors, paste, cards and pictures. The pictures were mounted, and the accompanying lesson plans were filed in a notebook with the names of the artists alphabetically indexed.

Reading our daily newspapers, I became at this time interested in the new William Rockhill Nelson Art Gallery just opened at Kansas City. I decided to encourage my pupils to visit the Art Gallery. I read to them some of the newspaper articles concerning it. My youngsters ranging in age from six to eleven years, became very much interested in the Art Gallery. Interested children meant eventually interested parents and several will have seen the gallery when school opens.

Soon my collection of mounted pictures had grown to surprising proportions. I had used all the cards Miss Baker had given me, had sent for fifty more, had used all the tablet backs and other materials I could find, and still was hardly half thru mounting.

I had learned about "echoed colors" by this time. I bought construction paper in assorted colors and we had fun learning to mount pictures on suitable colored back-grounds. We were surprised to see

how the different colored mounts brought out totally unexpected colors in the pictures, and emphasized objects we hadn't even noticed before.

I had placed all the pictures in a box in alphabetical order by painters. As I read of different painters in the Art Gallery articles, I was able to find their pictures quickly in my box. However as my mounted pictures increased in number, even this method caused more or less loss of time and interest, and when the floor plan of the Art Gallery was published, I thought, "Why not make an art gallery of our schoolroom and place the pictures of artists of various countries in groups on the wall so that each will be more easily found?" More easily said than done, for by the time we were satisfied with the result weeks had passed and hours of hard work had gone into the project.

I laid the suggestion before the children and they enthusiastically accepted it. Pasting the paper containing the floor-plan of the Art Gallery on the blackboard, I asked that they study it and give me their ideas.

As we had a great many Indian pictures, and already had clay articles and an Indian sandtable made by the third-grade history class, naturally one of the first suggestions the children made was for an "Indian room." We carried out this suggestion by placing our sandtable between two windows, our pictures on the wall above the sand-table, and other articles underneath.

Most of my pictures were mounted by this time and we discovered no less than fourteen pictures by J. L. G. Ferris. Who was this man Ferris? Study revealed him to be an American with an interesting place in art. Presto! An American room we must have! Why slight our own art because it was so young? And speaking of Ferris, did those children shout joyfully when the next copy of my teacher's magazine—Bless the editor!—came out

with a new Ferris picture! We could hardly await magazine-time from then on.

If you don't know J. L. G. Ferris, get acquainted by all means. You'll teach more history, more poetry and literature appreciation, more character training than you ever taught before.

Our study of Ferris and our enthusiasm over his work interested Miss Baker to such an extent that she collected from various teachers over the county and exhibited at our county contests a group of thirty-seven of his pictures. She also exhibited prints of the "World's Twelve Greatest Paintings," both exhibits creating much interest among rural patrons and pupils.

Does America have any **more** great artists? Yes, Whistler. We learned about him from the newspaper articles concerning the Nelson Gallery, for had not his "Mother" come all the way from Paris to visit the World's Fair at Chicago and stopped off at the Nelson Gallery on her way home? We fell in love with his "Mother." The children contracted with the school-board to furnish cobs for kindling the rest of the year in return for money to buy a cheap colored copy of that beloved picture.

Were there any other artists we could claim as American? By this time our mounted pictures—salvaged from various and sundry sources, totaled over three hundred. It was a job to determine which of these were by Americans. Somehow we did it. We were able to classify the paintings of over two hundred. Then came inspiration again. Our room had eight windows, four to a side, with wall-space between. Why not, said the children, divide the room into rooms as at the Art Gallery, with a wall-space to each country?

Being Americans, and by this time wild about Ferris, we decided on the most prominent place at the front above the board for American pictures. Other wall-spaces were devoted to English, French, German, Dutch, Spanish, Flemish, and Italian Art, and last but not least, a children's room as at the Nelson Gallery—which became in our case a conglomeration of pictures whose painters were not

famous and whose nationality could not be identified, but whose subjects appealed to the children.

We began to devote our opening exercises to picture study, beginning with Ferris. Along came another teachers' meeting and I carried to it a box of pictures whose titles and painters were meaningless to us, to see if any other teacher knew them; also a scrap-book we were making of the Nelson Art Gallery. By this time I was so enthusiastic I talked of nothing else but art galleries. Miss Baker also had the Nelson "bug" and talked of a teachers' trip to the Nelson Gallery. I begged her to visit our gallery and to bring Miss Irene O'Brien, our rural supervisor of Northwest Missouri. Miss O'Brien was unable to come just then, but Miss Baker came, saw, and was conquered. She immediately loaned us her "Teachers' Art Appreciation Manual," one of the new art readers, and gave us some more magazines containing pictures we did not have.

We had by this time learned much about our paintings, our painters, and the countries from which each came. We had learned about balance, about the value of lines, about shadow and light, about echoed colors, shades, and hues. As we studied the Ferris pictures and other history pictures, we studied such literary gems as "The Gettysburg Address," "The Perfect Tribute," "Oh, Captain," "Abraham Lincoln Walks at Midnight" "Independence Bell," and the like. We had learned the stories of Washington, Lincoln, the Boston Tea-party, the making of the flag, and many others. A recent story in Liberty Magazine concerning a boy who stood under the platform and looked up through a crack in the floor into Lincoln's face as he delivered his Gettysburg address made us feel the reality of that moment as we had never felt it before, when we combined the story with the Ferris' picture by that name.

We began to read Miss Baker's Art book, and here we first learned the story of "Rainbow Colors." From then on we loved our pictures more than ever. They became "real people" to us. Even the first-graders spent their spare time seeing how many they could name.

(Cont'd on page 228)

Tools for the English Teacher

By Ruth Bynum.

WE TALK FREQUENTLY of the "field" of the English teacher, but in reality English is more than a "field," it is a whole farm, with crops so diversified as to require entirely different tools and methods of cultivation. Surely no aims and methods are farther apart than those which must be used in the teaching of composition or spelling, and those necessary in the cultivation of literary appreciation. Because of this diversification of both aim and method it is particularly necessary that the English teacher should know and use the best possible tools. The English teacher, even more than others, must, in order to be efficient, make extensive use of the knowledge and discoveries of others.

An example of the inability of the English teacher to depend entirely on her own resources may be found in the task of selecting books for the school library and in the making of an outside reading list for her pupils. After the inclusion of a few of the classics, many a busy teacher is at a loss as to what books to include, especially among those more modern. She probably has neither the time nor the opportunity to read any number of these and she certainly cannot place entire dependence in publisher's advertisements.

Many of us, however, know a means by which we are relieved of all anxiety on this score—we use the reading lists which are published by the National Council of Teachers of English. These lists were made by actual teachers, who spent much time carefully reading and evaluating books for children and young people. There are three lists: one, *Leisure Reading*, is intended for junior high school ages; another, *A List of Books for Home Reading*, is intended for high school age; while the third, *Good Reading*, is a general list for older students. The first two are illustrated, and all three contain brief reviews. These may not only be useful to the teacher, but, if put in the hands of the children, will serve to direct and stimulate outside reading. They are effective, inexpensive, and almost indis-

pensable tools for the English teacher or librarian.

But what about the teacher of grammar? Certainly some acquaintance with the experience and procedure of others is particularly necessary here, for the very conception of the nature of grammar is being continually disputed. Do you teach descriptive or prescriptive grammar? Do you explain to your pupils that grammar is a matter of usage, of "style;" and that styles in language, like styles in clothes, often change; or do you teach by infallible rule and defend your precepts by reference to great grammarians of the past and to Latin practice? Whether you are a teacher of prescriptive or descriptive grammar you should look over a recent study called *Current English Usage*, by S. A. Leonard. Mr. Leonard made extensive observations, and reports to you, in this book, just how people really speak at the present time. The book received much newspaper publicity two years ago and is still referred to in current literature. Every English teacher should know something about it, whether he agrees or disagrees with its conclusions. It, too, is published by the National Council of Teachers of English.

We know, of course, that the newest ideas, the most recent discoveries, appear in educational periodicals, not in books. We must read the books, certainly, but if we are really up to date we will keep in touch with the important magazines which treat of education in general, and with those which are concerned with our own field, in particular. Educational literature extracts us from the ruts into which we may fall, and one of the best "extractors" in our own field of English is the *English Journal* for high school and college teachers, and the *Elementary English Review* for elementary teachers. These magazines include both practical and inspirational articles and are worth saving and card-cataloging from year to year.

And don't forget to join the National Council of Teachers of English this year.

You will get full value for the money required, as you will not only receive the *English Journal* or the *Elementary English Review*, but will be entitled to special prices on all Council publications, which include others besides those named here. We have been trained in the belief that there is strength in union, and the educational organizations are proving that this is true at the present time, for the belief in the benefits accruing from education which has persisted through the present depression, the continued appreciation of our efforts as teachers, and the slight increases in salary which are coming with the return

of prosperity are due in a large measure to publicity promoted by our various educational organizations. Education has enemies, but these are not as well organized as we. Let us keep our own strength intact and defend that which we believe to be right. Let us use a little of our salary this year to join our state and national *general* educational organizations and then, if we can possibly manage it, we should join the organization which is so particularly our own and which is doing so much to make our difficult and diverse occupation simpler, easier, and pleasanter,—The National Council of Teachers of English.

Objective Tests and the Program of Secondary Education

Harl R. Douglass.

WHEN THE PROPONENTS of public education were waging their campaign for free schools, they founded their arguments on the basis of the interests of society, not on the basis of the advantage to those educated. It was claimed that crime would be reduced, patriotism would be developed, and that only through the education of the masses could there be developed an intelligent citizenry competent to pass judgment upon the political and economic issues of the day. It was with a belief that these were reasonable claims that free secondary education at the expense of all taxpayers was provided and the public high school replaced the private academy in the United States.

The high school, however, has made only limited progress in its program. We have many more children in schools and much more crime, more public schools and yet a discouragingly large number of people who regard their government as an appropriate victim for all sorts of bad faith and disloyalty and as a means of exploitation of fellow citizens. The high school has been handicapped in developing its program by a series of conditions or developments. In its early period it lacked competent leadership. Principals and superintendents as well as

teachers lacked social and educational vision and philosophy. Before this could be developed, the colleges and universities had taken the secondary schools in tow and through the agency of college entrance examinations and the education of high school teachers diverted them to what was thought to be a college-preparatory program.

In the last half century, the high school has seemed to be on the way to a working independence and to a concept of its responsibility to society for training in loyal and intelligent citizenship in the broad sense of the word. But just as this trend got well under way, still another development muddled the waters. This new factor was the objective test movement. Unfortunately, objective tests are confined largely to measurement of detailed factual materials and subject matter skills. Means of measuring other important outcomes of instruction—ideals, attitudes, interests, and tastes, may not yet be found in the objective subject matter test. It is with respect to these relatively unmeasurable outcomes that the secondary school has been most delinquent in its responsibility to society.

It is of further interest to note that it may be through the agency of objective tests that the high school may again lose

its independence, even perhaps to a greater degree than before. Among the outcomes of the practice of giving the same tests in a large number of schools and making it possible that comparisons may be made between schools or between teachers are exceedingly undesirable results which are certain to follow. Under these conditions, teachers are certain to bend their energies to making a good showing. This means teaching or coaching pupils on the type of things—book information—which may be called for on written examinations. It also means that the test maker at some distant point becomes the maker of courses of study, and that those modern courses of study or textbooks which may be theoretically in use in the schools are abandoned insofar as they do not contribute to good test scores. The teacher is reduced from the status of educator of children along the line of modern objectives of education to that of coach or tutor for examinations. Supervision along any other lines falls on deaf ears and experimentation becomes taboo.

Just as experience with state-wide programs has begun to bring these dangers into relief before teachers, principals, and superintendents, a national project of this nature is being launched through the Co-operative Test Service, sponsored by the American Council of Education, a body composed almost entirely of representatives of colleges and universities. They are preparing objective tests in all high school fields and with the aid of a grant of \$500,000 from one of the large foundations are attempting to have these tests given in the schools of all the states.

The sort of state-wide testing program that is proposed is completely out of adjustment to the need in this period of economic and political crisis for an emphasis upon objectives previously neglected. Since these objectives are certain to be pushed further out of the picture by the intensified pressure upon the learning of factual material certain to accompany this type of state-wide testing, the high school must steer clear of any such influence. The outstanding leaders in secondary education and in the philosophy of education have promptly marked the

dangers in such a proposal. The following are quotations from a number of such leaders:

John Dewey, Professor of Philosophy, Columbia University.

"I am unequivocally opposed to annual state-wide testing in the secondary schools."

Charles H. Judd, Professor of Educational Psychology, University of Chicago.

"I am very doubtful of mass examinations of state-wide application."

Forrest F. Long, Professor of Secondary Education, New York University.

"This is one of the very worst trends in secondary education. It has little of good in it—much that is pernicious."

William M. Proctor, Professor of Secondary Education, Stanford University.

"It tends to ossify the whole educational program. Why saddle the West with something the schoolmen in the East are trying desperately to get rid of?"

Arthur J. Jones, Professor of Secondary Education, University of Pennsylvania.

"In general, I am not in favor of it and think it would be a distinctly backward step."

David Snedden, Professor of Educational Sociology, Columbia University.

"I regard external examinations in high school subjects as on the whole having unfortunate effects."

Boyd H. Bode, Professor of the Philosophy of Education, Ohio State University.

"They almost inevitably lead to cramming. Education is hard enough to achieve without having to keep one eye constantly on impending examinations."

George S. Counts, Professor of Education, Columbia University.

"I am opposed to the philosophy underlying the movement for annual state-wide examinations on high school subjects."

Jesse Newlon, Director of Lincoln School of Teachers College, New York City, formerly Superintendent of Schools at Denver, Colorado.

"I do not see how such examinations would have assisted the educative process in any school or school system with which I have ever been connected."

(Cont'd on page 231)

Suggestions for a High School Commercial Curriculum

Pauline Van Eman.

THIRTY-TWO MILLION dollars were spent in the United States to give one and one-quarter million students the commercial education offered by our public schools in 1932. The experience of most commercial teachers testifies to a continual growth of enrollment since then. Undoubtedly, we may safely estimate a present enrollment of nearly two million, with a corresponding increase in expenditures. Two million students and an outlay of over \$32,000,000 are amazing figures which reveal the tremendous responsibility resting upon us to train these young people and to spend this money wisely.

Commercial education has an ideal product. It is a skillful worker, loyal to an honorable employer's best interests; a wise consumer; and a worthwhile social being. Those who seek to produce this ideal should consider various limitations and factors other than the mechanics of constructing the course itself. Certain of these considerations, together with some suggestions for a program of study, follow.

Time presses, for a student has only twelve semesters in which to complete any program. Lack of adequate equipment, sufficient building space, and well-trained teachers is an added problem. Many students wish to meet college entrance requirements in addition to taking commercial subjects.

Various unfortunate traditions are a handicap. For example—all commercial students must study shorthand and type-writing; business procedure can be taught through bookkeeping; if one can write shorthand, type, and file he is a stenographer; all who wish to enter business must prepare for office work. Nothing could be less sound in theory or practice, yet such beliefs are a detriment to the construction of a worthwhile curriculum.

In building any program we must consider the community. Its size, its prejudices, and all commercial education

agencies within its scope present topics for reflection. Why not make an occupational opportunity survey of the community? It would reveal many things—the number of jobs, the turn-over, the migration from job to job, the required educational qualifications, the salary possibilities, whether employers want male or female help, the type or combination jobs, the kind of initial jobs, and whether or not the school is training a surplus of workers. Such a survey would make commercial education more efficient in its most important task, that of placement.

If the school is to give commercial education worthy of the place the student will occupy in life, it should provide at least four types of training.

First, **Socio-business training for everyone.** We should give adequate instruction in subjects such as commercial geography, business law, or economics, emphasizing the great modern forces which influence national and international life.

Second, **Consumer training for all students.** This includes those business knowledges necessary to everyone in the ordinary walks of life. Such a course, usually designated as "Junior Business Training" or "General Business Science," should be offered in the eighth or ninth grades. If there has been no previous vocational guidance, the clever teacher can insinuate guidance concerning business careers into this.

Third, **Vocational training for all who wish it.** Most programs offer this. However, have we given due consideration to the occupational opportunities available to the student? Are we training too many stenographers, bookkeepers, and typists? Do we think of the many operators who go into small businesses? Are we recognizing that boys and girls need different types of business training? Do we make provision for promotional opportunities? Is technical training given as near the job as possible?

(Cont'd on page 232)

Modern Youth Again

H. T. Downs, in News and Views.

AN article in a recent edition of "Views and News" entitled "A Challenge to Education" listed ten points in which the general theme was that the youth of today is inferior to the youth of former generations.

More than two thousand years ago, some old Greek writer deplored the fact that the youth of that day had forsaken the teachings of their fathers, and no longer respected their progenitors. To read such an article would make one believe that it might have appeared in one of our papers or magazines of today. Thus, in two thousand years or more, adults have made little or no progress in their criticisms of youth. After some thought on the articles mentioned above and conversations with those people who are thoroughly familiar with present day youth, I am convinced that those whose views were expressed are, for the most part, mistaken. It seems that after a rather thorough study is made of modern youth, one would find that not only is it an equal of the youth of preceding generations, but undoubtedly it is far ahead of it in many ways.

In a measure, seven of the ten articles had to do with the fundamental processes of school work. Apparently, there is little basis of comparison along these lines, except in the memory of those doing the comparing and their own familiarity of the youth of today. Experience has taught us that the memory of man is an exceedingly inaccurate thing, and we cannot rely on this method of comparison. It also seems that for the most part, those who are in rather close touch with the present day youth, do not hold such views. We are forced to use scientific bases to get comparisons that carry any weight.

In a book entitled "Then and Now in Education" by Caldwell and Curtis, we find an interesting account of the discovery of the old county final examinations used in the year 1845. After eliminating some of the questions (We are not familiar with the method of selection),

the balance were given to the pupils of the schools of Boston, Massachusetts, as an examination. It was found that the present day pupils were able to do much better, both in spelling and in subject matter than were the pupils of 1845. There is also an interesting account in a book, the title of which I have forgotten, of a superintendent tiring of the criticism of his patrons. Challenging them to a spelling match with the pupils of his school the net result was, that after all the patrons had been "spelled down," about thirty per cent of his pupils were still standing. The latter might not have been a very scientific experiment, but I would like to have the same thing tried with our own pupils in the Webster Groves schools.

A ten minute conversation with a high school student of today on some topic of current interest will prove that he is able orally to express himself in as intelligent a manner as most of our adults. In addition to his knowledge of general information, his honesty and frankness in such a discussion is something almost unheard of in bygone generations, and a source of amazement to those adults who live mentally in those generations. We must not forget that the average age of pupils in the same grade in schools of today is much lower than the average age of pupils in the same grade in the schools of some generations ago. Even though the little scientific proof we have indicates the contrary, the pupils of corresponding grades in former years should have done better than present pupils of the same school grade because their minds were more mature.

The only criticism of youth today that might have some grain of truth is the one that they do not show as much respect toward adults as did the youth of bygone generations. However, the old philosophy of rearing children so that they might be seen instead of heard made it appear that

(Cont'd on page 232)

The American Attitude Toward Art

By LOUIS LA BAUME.*

YOUR CHAIRMAN HAS REFERRED to architecture, to painting, to the conservation and enjoyment of the beautiful manifestations of art in many forms: Sculpture, textiles, ceramics, furniture, metal work, etc., which are found in our great Museums. He himself practices and teaches the art of music; Professor Bill teaches and practices the art of architecture. You have courses here in literature, in the drama and in many other of the arts of expression, all coming under the general category of the Fine Arts.

Personally, I don't care much for this term. It seems to me a little snobbish and altogether too exclusive. I fancy it was meant to be, and that some pedant, or scholar, sometime sought to differentiate the great arts from the little arts; meaning, perhaps, by great, majestic or serious in theme, and, by little, homely or ephemeral or human. But what havoc has been wrought by, what confusion has arisen from so arbitrary a distinction. There is really only this distinction in art—the distinction between bad and good, between false and true, between pompous and sincere. Let us agree at once that there are gradations in these values as there are gradations in human character. Perfection is an ideal, not a reality. There may be a blemish in a masterpiece, and we may sometime discover divinity in a daub.

Painting is generally considered one of the Fine Arts, yet the world is full of bad painting. The potter is a minor artist, yet Keats wrote an ode to a Grecian Urn.

Searching for a peg on which to hang these casual reflections, I have chosen, as a title for them, "The American Attitude Toward Art." Let me hasten to say that there is no national stigma inherent in this title. It might easily be changed to read, "The Current or the Popular Attitude Toward Art;" for all over the world, that is, throughout the civilized and sophisticated world, art is being docketed and ticketed and set apart, to a great extent, from the life of the people. Thus, when we speak of art nowadays, we are apt to mean something which only the elite, the chosen few can understand or enjoy. We think of art as of something occult—highbrow is the American term—and not as a vernacular means of communication between mind and mind, soul and soul, which ought to be as natural as speech itself.

Language is but one of the many bridges which man has built to enable his own thoughts and feelings to cross the chasm which separates him from his neighbor. But this bridge of language may often be found insufficient and inadequate to carry his strongest, or even sometimes his subtlest emotions. The need to be understood burns in all of us, and we supplement the spoken word by gestures, by postures, by pictures. Men have, from the be-

ginning, made mighty efforts to relate themselves to their environment, and to express their reactions to kindred spirits. Religion is man's effort to relate himself to the source of all life, an effort founded, at once, on his egotism and his abjection. Science is man's effort to unravel the riddle of physical forces; to weigh and measure the relation of physical elements; to estimate, by pure reason, the association of cause and effect. Art is man's effort to translate, in his own terms, the beautiful harmonies which exist in the world about him. The result of this effort we call a work of art, be it a picture, a statue, a vase, a building, a song or a symphony. But as we speak here of art, we will confine ourselves to those manifestations of art which make their primary appeal through the eye, although many of our conclusions might, as well, apply to arts like music or poetry. The word art conveys the idea of some essence not weighable or measurable in ordinary terms.

Art has to do with some finer, or inner symptom of character or substance. It is not concerned with the imitative counterfeiting of objective realities. It is rather a transcription than a description of these realities. Emerson said, "Every man is a genius as far as he goes." He might have said, "Every man is an artist in some degree." Yet how few of us realize our potentialities; how many of us cut ourselves off from communication with our fellow men through failure to cultivate our own artistic impulses, or sympathetically to understand the artistic impulses of our fellow men? The cant phrase of the business man is, "I don't know anything about art." This is half a boast and half an apology, for he is apt quickly to add some statement like this, "But my wife has read up on it. She's pretty good; she knows a lot about it." This, of course, is encouraging and helps to make art respectable, if nothing else. Boastfully, or half ashamed, we Americans go to lectures or to courses in art appreciation, just as so many of our fellow Americans study books on etiquette to learn how to enter a room correctly, or how to greet a Duchess or how to use the right fork. This is highly commendable, we must admit, but isn't it rather pathetic? It is pathetic when we realize that there is nothing esoteric about art in spite of all the lectures, all the professors, all the aesthetes. Art really is as natural as falling off a log, generally less awkward and often easier to understand. This, of course, is not to say that a work of art is easy to create—it is only to say that it isn't difficult to enjoy beauty or truth or nobility, unless one is wholly perverse.

Polite attention is about all that is needed at first, then a little serious concentration and, finally, frank and cordial surrender. Of course, one need not be wholly perverse to miss many

*An address at Convocation on Fine Arts Day, May 2, 1934, at University of Missouri.

of the finer satisfactions of life; one may be only partially so, as we all are, and it is precisely our varying degrees of liveness, or deadness or numbness that cause most of our confusion in matters of art.

Art began to appear in the world when man became a sentient animal. We might even say that the lower forms of animal life express themselves in terms of art, but we needn't press that point. We really haven't time this morning. We needn't go, indeed we cannot go any further back than the cave pictures in Dordogne painted by the men who dwelt there at least twenty-five thousand years ago. That is a long time indeed when we think of the art of Egypt and Assyria and Greece as ancient. Although these pictures of the cave dwellers do not reveal the technical finesse which men have acquired during succeeding eras, they are yet true enough, sincere enough and beautiful enough to excite our admiration. They are pictures mostly of the animals which this race of hunters confronted in the savage world about them: Horses, buffaloes, tigers, other beasts. These ancestors of ours felt the supple beauty of these forms and sought to recreate this beauty in a few swift, masterly strokes.

Sensitive children react to-day in the same way to the world about them when they attempt their first rough sketches. Phidias and Michael Angelo reacted in the same way when they modeled the beauties of the human figure hundreds of years ago, and thousands of years after the artistic accomplishments of the cave dwellers. Manet and Renoir, Gauguin and Van Gogh, our contemporaries almost, reacted likewise, and to-day Picasso and Derain and Bracque are transcribing what their own sensitive antennae feel. All these sing the same hymn of beauty, but in what different keys; in what diverse tones!

We are prone to speak of imagination as one of the attributes of the artist, but imagination, it seems to me, is nothing more than a realization of the possibilities of combination and of the variety of form and color and movement in the world in which we live. No imagination, not even Blake's or Beethoven's, can really transcend the human environment, and what we are apt to call imagination is merely keen observation, sensitive response or recollection. It must be so, else the artist would work in a void and my whole thesis of the common humanity of art would fall to pieces.

Mr. Edward Bruce, to whose devotion and enthusiasm the Public Works of Art Project and the artists who have enjoyed its patronage owe so much, tells a pretty story which will help to make my point. Some years ago he and Mrs. Bruce were spending a few months in Vezeley. They found the peasants and the townspeople uncommonly friendly and hospitable. "We love artists," the people said, "because Pissarro, the painter, used to come here and we never knew how beautiful our country was until he showed it to us in his pictures." This sounds very simple and naive, and one might hastily infer that any skillful realist might have produced the same effect. But this is not so. It was Pissarro's mission to open the eyes of the people of Vezeley to

beauties to which they had been hitherto unconscious, and he did this by omission, by emphasis, by the distillation of what had hitherto been commonplace in the crucible of his own poetic and sensitive temperament. He had, of course, the painter's skill, but that would have availed nothing without the artist's soul, and his artist's soul awoke an echoing response in the hearts of the people; and the scales dropped from their eyes.

But I fear we are wandering a little from our subject and forgetting to concentrate on the American attitude toward art. These simple French folk were not confused or bothered by any schools or isms. They reacted freshly and innocently to Pissarro's art without any reservations whatsoever. And so, indeed, might the people of an American village if divested of certain inhibitions. Some of these inhibitions may be traced to our puritan ancestry, some to the dour necessity of conquering the wilderness, some to the consequent pride of material accomplishment. All of these factors in our national character have, I feel, tended to make us possibly somewhat *gauche*, certainly very bashful in the presence of art. We have been absorbed in what we have come to consider the practical life, and we have come to look upon the manifestations of art as debilitating luxuries. As our comforts have increased, however, and as we have begun to take our ease, we have become vaguely conscious of something we have missed. We have begun to travel, and, traveling, have been made aware of treasures we have hitherto scorned. The art and architecture of older civilizations have intrigued us and we have become eager and covetous, though still unsure.

Our national heritage being meagre, our artistic patrimony thin, we have looked to Europe to satisfy our hunger. It was altogether natural, in fact, inevitable, that our early architecture should have repeated the forms current in Europe during our Colonial period. It was natural too that American painters—Copley, Benjamin West, Gilbert Stuart and others—should seek enrichment of their art in European inspiration. Our silversmiths and our cabinet makers continued, with fine skill, the traditions, mainly of the English, up to and through the early years of the 19th century. Then it seemed the thread was broken and we entered into a long period of chaos. For almost sixty years we drifted through the dark, more or less oblivious of, and practically immune to, esthetic influences of any kind. In the seventies we became conscious, through Ruskin and other writers, of the great period of the Italian Renaissance. The pre-Raphaelite movement in England had mild reverberations here and Charles Elliott Norton helped to open our eyes to the subtleties of Greek sculpture and Italian painting. His famous lectures at Harvard were scholarly and their purpose deeply cultural, but there was a strain of precosity running through them which had, I think, the effect of retarding the democratization of art. They did, however, result in accelerating our acquisitiveness, and they did inspire an increasing number of collectors. Our rich men began to pick up whatever was loose in Europe and bring it

home, and very soon we found ourselves forming the nuclei which were to coagulate in our museums.

The Metropolitan Museum of Art was founded in 1870, and from modest beginnings has grown into one of the great galleries of the world. During the decade then beginning, other Museums sprang up, ours in St. Louis among these. Richer and richer cargoes of European loot found their ways to our shores. Vessels returning carried increasing numbers of young American painters and sculptors eager to increase not only their skill, but their prestige, by sojourns in Munich, or Paris or Rome. Abroad they were exposed to the prevailing fashions in art so far as these fashions were recognized by the orthodox academies, and returning, they spoke and painted German or French or Italian with a scarcely-to-be-detected American accent. One would rarely divine, from the work of these men, many of them quite talented, that their formative years had coincided with one of the most glorious periods of painting. For the great personalities which make the 19th century so impressive in the annals of French art had little influence on them. These great personalities were then considered either revolutionary or negligible, and it wasn't until toward the end of the 19th century that men began to appraise at their true value such titans as Daumier, Manet, Renoir, and others only lessened in stature by comparison. You may say that Frenchmen themselves, with all their esthetic perspicacity, were slow to recognize the geniuses in their midst. And this is so, for the academies were powerful and orthodox strongly entrenched. The point which I would wish to make, in this connection, however, is that we were attempting to acquire a facility in painting rather than trying to enrich the soil in which the fine flower of art might bloom. We were trying to graft on to a plant, the roots of which were not deep enough in our own soil, blooms attractive to the eye but doomed to wither, not only as a result of the process of grafting, which is delicate enough at best, but because of the lack of nourishment in the soil itself.

Our collectors, especially those who had the temerity to buy contemporaneous works of art, were meeting with the same failure. The pictures, generally, which were brought back from Europe during the seventies, eighties and nineties of the last century are now, for the most part, a drug on the market. This must be true, if it is true, mainly because these paintings were only paintings, these pictures were only pictures, and because they had only the outer semblance, not the inner substance which makes for the immortality of a work of art. Of course, this series of positive statements must be qualified. There were noteworthy exceptions, and there was, during all of this period, a gradual growth of knowledge and understanding.

Since the turn of the century this growth has been greatly accelerated. Our powers of discrimination have increased so that both our native collectors and our native artists are surer of their convictions, and infinitely more sincere in adhering to them. Our native pa-

trons are growing less and less ashamed of their patronage of native art; our native painters more and more absorbed and interested in our native life. When one begins to name names, one ventures on dangerous ground, but there are a few American painters to-day who smack as strongly of the soil which gave them birth as Walt Whitman did. There are still many, however, who continue to paint with one eye cocked to see what Picasso, or Derain, or Segonzac, or Dufuy is doing. Imitation may be a profitable form of flattery, but it is death to art.

As an Architect I speak feelingly, for I have watched the course of our architecture for a great many years, and have noted the chameleon-like changes which we architects have practiced; I have witnessed the cult of the Romanesque under Richardson; I have witnessed the cult of the Renaissance and the Classic following the Columbian Exposition; I have seen Mediaeval architecture foisted on the youngest and most verile nation in the world. Parenthetically I may say that no greater disservice was ever rendered to the cause of art, or architecture, than was rendered by the sponsors of higher education in this land when they chose to build great Universities in a style which they glibly called Collegiate Gothic. There are signs now that these fads are passing and that another generation of bankers, college presidents and architects may feel more sure of themselves, and less apologetic for the fact that they were born in the 20th century and on the continent of North America.

As we have spent the past seventy-five years in collecting and in experimenting, we have despoiled Europe of many of its choicest treasures. Our Museums are filled with examples of all the art of all the ages; our cities are congeries of Florentine palaces, French chateaus, Elizabethan manors and Spanish casas. Any American can tour the world without a twinge of sea sickness, without even walking up a gang plank. We have all made the tour, and so it seems to me the time has come to settle down and attempt to cultivate our own garden.

I have just gone through a refreshing experience, an experience which has been tonic to me who have spent so much time within Museum walls. Last December, as you all know, a strange and eerie project was inaugurated under the sponsorship of the United States Government. It was proposed, as part of the recovery program, to devote a certain sum of money to the employment of artists. Some clever people who knew something about art, succeeded in convincing the Government that artists were human beings and quite as worthy of sustenance as farmers, bricklayers or plumbers. The Federal authorities professed to see a certain logic in this statement, and so it came about that funds were made available for the employment of a maximum of twenty-five hundred artists throughout the country, at a weekly wage adequate enough to keep the wolf temporarily at bay. The humanitarian and economic motive was immediately acknowledged by the public, but the more profound import of the project was not

so quickly recognized. The real significance of the movement lies not in its economic or humanitarian purpose, but in the fact that for the first time in the history of our Government art has been recognized as a factor of importance in the social economy. Other Governments have, for centuries, fostered their native art by subsidies to schools and Museums, by prizes, by honors, by commissions. But this great Government of ours has never given any sign that it was even dimly aware of the cultural values of art, or that Art is an enrichment of the social vocabulary; another bond of unity. There were many doubting Thomases who questioned the success of the experiment. All agreed that the movement would put money in circulation and allow some indigent people to pay their bills, but many doubted that any esthetic return could be expected. These doubters have been confounded by the results. More than three thousand artists actually have been given employment for varying periods during the past four months. Mostly they have been set to tasks of their own choosing, with only this suggestion: that they devote themselves, so far as possible, to the depiction of the American scene. It was hoped that they might find sufficient inspiration in the contemporaneous life about them. Many of them are young, some middle aged and a few old. They were chosen without bias and, as far as possible, as much for their ability, or promise of ability, as for their need. They have worked with enthusiasm and gusto, and the high average of the work which has been accomplished is most encouraging. In Washington this month a great exhibition is being held in the Corcoran Art Gallery. At least six hundred artists are represented. No one can say that these six or seven hundred pictures are the best that have been produced, under the project, but they are a fair selection from among the best. Many original talents have been discovered. Many people who otherwise might have languished in obscurity have been given an opportunity to demonstrate their ability. They have been stimulated by the realization that the supporting arm of the Government, which means, of course, the supporting arm of society, has been stretched forth to steady and encourage them. They have responded by giving back the best that is in them, and it is scarcely too much to say that the glow which has been kindled is not unlike the glimmering of a new Renaissance. The public has been made conscious of art as a living and vital element of

life, and patronage of art has received a notable impetus. A number of the young artists on our rolls in St. Louis have received private commissions as a direct result of this very short period of patronage by the Government. School Boards, Library Boards and other institutional bodies are eager to have projects, which have been begun, completed, and I have no doubt that many of our artists will be given continuing employment for sometime to come. The art of mural decoration so long neglected in this country, has received a tremendous impetus, and artists who have hitherto had no experience in wall decoration have been given an opportunity to concentrate in the study of design and pattern, two elements vitally essential in any composition, but especially important in mural decoration. I am hopeful, also, that the stamp of this experience will reveal itself in future American exhibitions, and that we may expect less slavish imitation of outworn, or alien modes of expression.

Perhaps I allow myself to grow too optimistic and am tempted to prophesy too confidently. I realize that an exhibition of much of the work of which we have been speaking would arouse derision and sarcastic comment on the part of many spectators. Much of it is not, by any means, mature or ripe, but most of it is honest. And honesty, as has been said before, is the prime virtue in art. We will still be confused to-day, as we and other peoples have been confused in the past, by new and changing methods of expression, by tentative searchings for deeper meanings. We will continue to be deceived by charlatanry as we will continue to cling to old standards. If social evolution is a slow process, and if many of us fail to understand the implications of political and economic changes, so will we fail to understand the implications of change in the evolution of art. Phidias, no doubt, would have been shocked and horrified if suddenly confronted by a minor piece, or even a masterpiece of Gothic architecture. Rembrandt would have horrified Cimabue or Giotto, just as Cezanne horrified the disciples of Delacroix. Yet now we can accept them all. We need not love the meticulous draftsmanship and the monumental classicism of Ingres less as we admire the nervous and vehement clamor of Van Gogh when he reveals his anguished ecstasy to us. Truth is the touchstone, but the stone has many facets. Beauty is truth, truth beauty. This is all we know in life and all that we can ever know.



An Adventure In School Advertising Prize Article on Interpreting the Schools to the Public

A prize winning article in a contest sponsored by State Teachers Associations, Inc.

By James A. Shook.

TO INTERPRET ITSELF intelligently to the public has been a fixed policy of Northeast Junior High since its founding in 1923. During the first five years of its history such interpretation was necessary because of its being a new type of school, requiring an introduction to the public.

During the past five years an additional reason for interpreting our school to the public has forced itself upon us with the prevailing industrial slump. By reason of the depression's long continued ravages, economy has since become the watchword in every sphere of our national life, and reduction of expenditures to the end that taxes may be reduced, the order of the day everywhere. One of the departments of our national life to suffer most in this economy and retrenchment movement has been public education. Our great danger has been that of becoming penny wise and pound foolish in our zeal for reducing expenditures and tax rates, and, as a consequence, eliminating features of the work of our schools that should by no means be eliminated, because of their high educational value. Whence arises the necessity of explaining anew to the public the educational values inherent in our schools and their significance to society.

Interpretation to Teachers and Pupils

Before attempting, however, to interpret our school to the public, we have always considered it our first obligation to interpret it to our own teachers and pupils. From the first, the means of interpretation to the teachers and pupils has been the "Principal's Bulletin." This is a mimeographed sheet, averaging a page and a half in length, issued every day during the first year of the school's history, and since then twice each week. It is read in all of our thirty-three home-rooms simultaneously, during the short home-room period that begins the day on Tuesday and Thursday mornings. In content this bulletin not only includes all announcements, so that no time need be taken for such purposes in the school assembly, but it constitutes a continuous interpretation and criticism of the work of the school; of the purposes it seeks to attain; of the philosophy underlying the attempt to realize these purposes; and, finally, of the progress made, week by week, in the realization of its objectives. Its significance in the school to both teachers and pupils has been recognized from the start. The reading of the "Principal's Bulletin" has therefore come to be considered a fundamental feature of the work of the school, because of the fact that by means of it the teachers and pupils are made con-

scious and kept conscious of the aims and purposes of the school, and of the school's progress in the attainment of its aims.

Interpretation to Parents

In interpreting the school to the public, we have kept steadily in mind two distinct groups of citizens: first, that part of the public constituted by our own patrons; and, second, the population of the city in general. In the accomplishment of our purpose with our patrons, three mediums have been used. The first, of course, we found in our own pupils. We believe that the most natural and most effective medium for interpreting a school to its patrons is through their children. This constitutes the reason why it is so necessary that the school be interpreted first to its own teachers and pupils. For only after pupils are made to comprehend the nature and work of the school, can they become filled with the spirit of the school. They will become enthusiastic concerning it and will in turn interpret it to their parents, carrying to them something of its spirit and inspiration and awakening in them some of their own enthusiasm for it. Indeed, on its own pupils finally, every school must depend for successfully making itself acquainted with its patrons.

The second medium for interpreting the school to the patrons has been our school magazine, *THE NORTHEASTER*. It has always been the aim of the school to make this magazine live up to its name by making it representative of the school. To this end no effort is spared to make it the best possible school magazine. It is put up in attractive form, printed on a good quality of paper, and copiously illustrated. Since the school has its own print-shop, and since the school district provides the paper, the magazine is distributed free to all the pupils of the school. In this way it carries its message from the school into every home represented in the student body. It is painstakingly edited by a select student staff under the leadership of competent faculty directors, and with the principal himself as critic-advisor, in the interest of insuring that it may be truly representative of the spirit and ideals of the school always.

The policy governing this publication from its inception has been to make it a means of interpreting the school to its patrons. Consequently, in addition to general school news, every number contains special articles explaining features of the work of the school. The content of the articles will be apparent from the designations of the various numbers, as "School Administration Number," "School

Activities Number," "School Publications Number," "School Service Number," "School Assembly Number," "School Music Number," "School Athletics Number," "School Spirit Number," "School Ideals Number," "Boys Number," "Girls Number," "Faculty Number," "Alumni Number," "Scholarship Number," etc. From these titles it is apparent that much material of an explanatory nature can be presented to our patrons.

Our third device for interpreting our school to our patrons is to have them visit and observe the work of the school. In practice, however, we found it difficult to induce parents to visit the school in any number unless we provided some special occasion for such visits. In the solution of this problem we evolved a plan of "Community Night Entertainments." These entertainments are given at intervals of six weeks throughout the school year. The programs consist of the plays presented in the regular weekly assemblies, in a setting of music by the school orchestra or band. Special assembly feature numbers such as dances and vocal and instrumental solos, are also included. These programs are free and a large aggregation of patrons and friends—some eight hundred or nine hundred—is always in attendance.

In these "Community Night" programs our patrons have the best possible opportunity to sense the spirit of the school, to observe the work of the school, and to see their own children in action. As a result, they not only carry away with them something of the spirit and inspiration of the school, but they learn to know and understand it in a sympathetic way. These entertainments have been given throughout the entire eleven years of the school's history. They have become a permanent feature of the life of the school community.

Interpretation to the General Public

In endeavoring to interpret our school to the general public, we have again employed three devices. Here, to perform the function of the school magazine, we have used the newspapers and, along with the newspapers, the radio when opportunity presented itself. The news articles are written by the principal himself, and feature the outstanding activities of the school for the week. Every week of the year, since the founding of the school, one such article has appeared; and until the past year when policies of economy forced the papers to deny us this courtesy, the articles were invariably illustrated with one or more cuts demonstrating the activities featured in the news story. These news stories, clipped and mounted in what we call our "Northeast Memory Books" (now consisting of four massive volumes), constitute an accurate history of the

school since its founding. Their essential purpose, however, has been to interpret our school to the general public.

Again, the device of inducing patrons to visit and observe the work of the school through our "Community Night" entertainments, is paralleled, in endeavoring to interpret the school to the general public, by inviting distinguished citizens to appear before the school as speakers, or as "guests of honor," at our assemblies and special programs. Many such distinguished citizens thus appear before the school every year, key men—men prominent in business, in the professions, and in public life. They carry away with them lasting impressions of the spirit and work, which they pass along to others, and so contribute to the general public's understanding of the work and spirit of our school and of its worth to the community.

Finally, the demonstration of the work of the school, in our "Community Night Entertainments," to patrons who visit the school, is paralleled, in endeavoring to reach the ear of the general public, by carrying actual school demonstrations to the public. In the eleven years of the school's history a very great many such demonstrations of the work of the school have been made. The school organizations sent out are our band, our orchestra, our glee clubs, our marionette shows, dramatic groups, athletes, dancers etc. They appear before church groups, teachers' institutes, athletic contests, luncheon clubs and in parades. No charge is made for their services. Always, however, the school organization sent to render the service is made conscious of being the ambassador of the school to the general public.

In closing, it remains only to evaluate the success that has attended these endeavors to interpret our school to the public. To our methods with our own patrons, we unquestionably owe the splendid and loyal support that has unfailingly marked their attitude toward this school throughout the eleven years of its history and that has made possible the school's extensive activity and charity programs, for which no funds are provided by school board legislation. Without this support of our patrons, the school could never have attained to its present distinction.

In interpreting our school to the general public, we, of course, had the help of many friendly agencies. That our methods have as a whole been effective is due to the very generous policy that has characterized this city towards its schools throughout the length of this industrial depression. Because of that very generous policy, as the depression lifts, the schools of this city face, unimpaired, their great task of educating its youth for a new day and a new world.

Community Celebration Program for High School Tercentenary

Mr. J. R. Scarborough, High School Supervisor of Missouri, was appointed by the Department of Secondary School Principals of the National Education Association to serve as the state chairman for the celebration of the 300th anniversary of American high schools in Missouri.

This year marks the 300th opening of the Boston Latin School, the first high school in the United States to have a continuous existence. Boston Latin School rests its claims as the representative American high school not only on chronological precedence; it also happens that its founders established three principles which have made American secondary education celebrated throughout the world. These principles are: Unlimited cultural and vocational opportunities for all; Public Support of education in the public interest; General public education as the foundation of democracy.

CELEBRATION OF THE 300th ANNIVERSARY of secondary education in the United States is to find its most enthusiastic expression in the high school classrooms during the school year 1934-35. The Celebration Committee of the Department of Secondary Schools has prepared a number of plans for local celebrations which are already being supplemented by many original ideas among the teaching rank and file. Among those which have been suggested are:

Art Classes—Prepare posters and medallions celebrating the anniversary and hang them in prominent places in the school and in the community. Be sure to send your best 300th Anniversary posters to the annual National High School Art Exhibition at Carnegie Institute, Pittsburgh, Pa., in March.

Composition Classes—Compose a letter of congratulations to Mr. J. L. Powers, Headmaster of the Boston Latin School, the school whose birthday is being celebrated. In addition to the formal congratulations, the letter should contain reasons for the importance of the occasion. The letter should contain not more than 200 words and should be written in ink. Mail these letters before March 15, 1935, to the Celebration Committee, Room 1306, 155 E. 44th St., New York, N. Y., for delivery to the Boston Latin school in bulk. Arrangements have been completed by the Celebration Committee with the Spencerian Pen Company to award prizes for the best of these letters received by the Committee. There will be three prizes of \$25.00, \$15.00, and \$10.00 and ten honorable mentions each to receive Spencerian Fountain Pens. There will be an additional first prize of an encyclopedia to be awarded to the school in which the student winning first prize is enrolled.

English Classes—Cooperate with history classes in preparing a history of your school (see below). Compare diction and spelling of early educators with modern usage; trace the growth of the study of English Literature. Participate in the Scholastic Awards for short stories, poetry, essays and one-act plays as the Awards this year are to be a part of the Celebration and will demonstrate the best creative work being done in the American high schools.

History Classes—Prepare a history of your local high school with the cooperation of English classes and the assistance of the editors of your own high school paper. Plans are under way to award prizes to schools preparing the best local high school history. Details will be sent to high school principals and high school newspapers. Make arrangements for observing local high school anniversaries throughout the year 1934-35 by means of ceremonies, speeches and perhaps simple monuments such as the planting of trees. Study the U. S. Office of Education survey of secondary education and have students report on critical periods in the history of American high schools.

Drama Classes—Write and act a pageant or a play bearing on the three century long struggle of the forces of education and enlightenment against the forces of ignorance. Assist other classes in dramatizing ceremonies and other observations of the anniversary. Prepare and act a radio drama on the same order.

Woodwork Classes—Make a model of the first school or the first high school in your community, or prepare models depicting the development of the high school building from a single one-room hut to its present elaborate forms.

Domestic Science Classes—Prepare luncheons for parents, faculty members, service clubs, and other adult members of the community, to be accompanied by brief talks relative to the celebration.

Camera Clubs and Moving Picture Appreciation Classes—Prepare a moving picture that will be a historical record of your present high school. If you think it is feasible, prepare a moving picture drama on an educational theme.

Science Classes—Compose a list of superstitions and other fallacious beliefs which have been shattered by modern science and education. Prepare a description of the scientific philosophy as it affects modern culture. Re-enact one of the old science classes, then called National Philosophy, as they were conducted in the early part of the nineteenth century.

Commerce—Prepare an exhibition of old time business methods as they were taught in the writing schools with modern business methods

(Cont'd on page 232)



Miss Berenice Beggs, Editor

THE SCHOOL YEAR 1934-35 marks the one hundredth anniversary of the birth of one of the notable contributors to childhood literature. As a fitting remembrance to Missouri's famous son, Mark Twain, the author of *Tom Sawyer*, School and Community will carry a page devoted to childhood literature. The shortage of space necessitates the limitation to one type of literature only, poems for small children.

Poems written for children may be sent to our children's poetry editor, Miss Berenice Beggs, care of this magazine. Miss Beggs is the teacher of children's literature in the Northeast Missouri State Teachers College and has contributed articles to magazines for the past ten years. A collection of her poems has been published and is now being read either to or by the children throughout the district.

Miss Beggs says, "These rhymes of mine have no mark of genius, but I am not afraid to give them to the children for they are my friends, and I was inspired to write them while working in the elementary field of public schools."

Miss Edith Dabney, of the art department of the State Teachers College at Kirksville, prepared the heading carrying out the Tom and Huck idea. The two boys are seen sitting under the Missouri Hawthorne.

A Grocer I'll Be

When I'm grown up to be real big
I'll be a grocer like Mr. Skrigg.
I'll run my store all by my self,
And keep clean papers on every shelf.
My candy I'll put in counters of glass,
So boys can look in whenever they pass.
I'll charge one cent for chewing gum,
And sell lollypops that swirl on your thumb.
I'll keep my oranges in a nice little mound,
And my beans and coffee will sell by the pound.
To all of my customers I will say,
"Is there something you wish today?"
Apples and lemons, and peaches I'd sell,
And creamery butter with a fresh smell.
Currants and raisins, and citron for cakes,
Flour and cornmeal for women who bake.
I'd buy my beans from the vegetable man,
And my bread right fresh from the baker's pan.
This store of mine would be so nice.
That all my customers would come back twice.

Story Book Land

My dear mother read to me
Tales of wonder and mystery,
Stories of the happy elves
Who helped others before themselves,
Princes fair and charming brides
Handsome knights and dangerous rides.

My dear mother read to me
Other stories I can see;
Giants killed by brave bold lads,
Husbands good and husbands bad,
Kings and queens on prancing steeds
Peasant boys and girls in need.

If these people I should meet
As I pass along the street,
I would know them one and all,
And their very names recall.
I have learned to know each one
And the stories they are from.

The Elves' Paint Pots

The artist elves played pranks last night,
And splashed their paints with great delight
They stirred their reds and blues about,
And all the woods echoed with their shout.

"We'll put bright colors on every tree,"
Called a playful elf as he skipped in glee.
"Just hand me a jar with plenty of red
To sprinkle some leaves," another elf said.

"Now don't forget your streaks of brown,"
Shrieked a baby elf as he tumbled down.
A jolly elf laughed and picked him up
And he spilled his paint on an acorn cup.

Now when you wake some autumn day,
Remember the elves are the ones to pay
For making the woods so gay and bright
And granting mortals such a gorgeous sight.

Rain At Dusk

Outside the walks are wet with rain
And streams gush down my window pane.
Beneath umbrellas people pass
Like tents with legs all rushing fast.
Then come the cars with streaks of light
They're giant beasts with eyes tonight.

Cricket's Serenade

A cricket once said,
"Since folks are in bed
I'll play a gay lilting tune."
On a wee tambourine
He played on the green
Under the stars and the moon.

Sounds At Night

One night on the farm,
When I lay awake,
I heard the noise
That the crickets make.

The tinkling of sheep bells,
Low twittering of birds,
Were some of the sound
My listening ears heard.

The screech owl's call,
Sounded weird and queer,
And I suddenly had
A feeling of fear.

The bark of a watch dog,
From some distant place,
Made me pull the cover
Right over my face.

Dress Parade

Girlish young April
Is usually seen
In a brilliant beret
And slippers of green.

Clothed in a gown
Of mauve trimmed in rose,
And satin pink petals
June jauntily goes.

Autumn flaunts forth
In gay crimson hues,
Scarlet fringed sashes,
And chocolate brown shoes.

Winter comes dancing
In silver grey spats
Dainty white ermine,
And prim little hats.

Independence

Some day when I'm bigger
I'll do as I choose
I never will polish
My everyday shoes.

I'll wear my old trousers
And climb to the loft
I'll never take medicine
To cure up my cough.

I'll eat all the hamburg
My stomach can hold.
I'll drink all the soda pop,
That ever is sold.

I'll go to the movies
Five times every week,
And stuff in the popcorn
To puff out my cheek.

If folks lift their eyebrows
And say, I am bad
I will say to myself
"A fine time I've had."

A Little Home

It's fine to have a little home
All painted nice and clean,
With windows facing to the east,
To catch the sun's first beams.

It's fine to have a little home
With trees all growing round,
And many vines along the fence,
And space for garden ground.

It's fine to have a little home
With pictures on the wall,
And rows and rows of pleasant books,
Some large and others small.

It's fine to have a little home
With beds so soft and white,
Where everyone forgets his cares,
And sleeps till morning light.

Like Mother's Pie

Fluffy clouds
In the sky
Like the top
Of mother's pie.

Drop a bit
On the ground.
I could eat you
By the pound.

Let's Play Like I'm a Circus Man

Let's play like I'm a circus man
And own a great big show,
And you can be the peanut man
And follow where it goes.

Just step this way, you ladies
And see the grandest sights
It costs you fifteen cents today
And twice that much at night.

Fresh peanuts for the children
You yell out good and loud
And play like everybody comes
To make a great big crowd.

A Surprise

The little gray hen
Said this to me,
"The farmer's wives think
My eggs are free."

"I'd like to tell them,
It is not true.
Some day I will hide
An egg or two."

"I think I should have
A couple of chicks,
But now without eggs
I am in a fix."

I ran to the house,
But that's a secret.
The little gray hen
Knows how to keep it.



OUR RURAL SCHOOLS

By Miss Ada Boyer

Our gravest rural problem just now is overcrowding. Due to the recent farm trend, our once small schools have swelled until seating room alone is at a premium, not to mention texts, teacher's time, and the general accessories to a successful school. Rural schools formerly averaging twenty now run to more than thirty pupils, the former forty enrollment is now fifty, and so on in proportion.

To the many who know the work of trying to cover the maximum amount of material in the minimum amount of time, the situation is trying, but there are short-cuts and time-savers. Unless these are used, the teacher who is conscientious enough to feel the heart-break of inefficient work will end her term with little done, while the one who does not care will probably end her teaching career.

Make Lesson Plans

My greatest time saver is my written lesson plans. They are indecipherable to anyone else, but they serve me admirably. An hour after school each day covers the whole curriculum from A agriculture to first grade reading. Even in this age of educated teachers, only a few have assignments ready, although hunting an assignment during classtime is the most wasteful of all careless pieces of work. To the beginner, lesson plans in the rural school loom as a mountainous task, but if one can only go over each lesson hastily, jot down the points, references and text assignments, the work done is enough to save much of tomorrow's time. More detailed plans can be made for some classes than is necessary in others. But no large school can be carried on successfully unless this greatest time saver is used.

Follow the Program

Another aid is the program. It should be adhered to rather religiously, although breaking it at times is inevitable. All the work in the course of study for the year can be done in eight months if the regular schedule is followed. Many schools omit penmanship, others omit music, some actually drop a subject or two, and I have heard pupils complain of only two classes a day. Deplorable conditions! No necessity for such careless work if the schedule is followed.

Use Committees

With our large enrollment of forty-eight, I have added the committee system this year. I just read off the names of committees, explain their work, and then rely upon them to do the many tasks which are not in the janitor's list. They clean the school yard, take care of playground equipment, put up the flag and take it down, check out library books, watch the pump trough, and manage the handwashing drill. Each one is over-joyed to be chairman or even a member; they learn the workings of committees; they learn how to work together; and they take a tremendous responsibility from me. Incidentally, they do the work much better than they did under my constant supervision and I am not haunted by tasks that someone should do.

There! I have been brief; I have been practical. This is something any teacher can do. If you feel that the work looms and minutes race by, adopt these three, give them a fair trial, and I know you will succeed in accomplishing part of what you think you should do.



The Truth About the Cost of Government

John K. Norton.

DURING RECENT YEARS a ceaseless and generously supported campaign has been financed by certain interests to discredit public expenditures of all types. A favorite trick has been to exaggerate the proportion of the national income which is expended for public services. Proceeding on the basis of bogus figures, and assuming that there is something inherently undesirable in public expenditures as such, it is easy to arrive at the conclusion that taxation is threatening to undermine our economic and political system.

A recent bulletin, *What Government Costs*, of the Tax Policy League, a research organization conducted under the direction of a competent group of economists and tax experts, contains material which is particularly pertinent to this problem. This publication opens with the following statement:

There has been no phase of public finance more variously represented and more extravagantly estimated during recent years than the total amount which the citizens of the country are paying for their federal, state, and local governments. Estimates given out by persons high in the business world which have reverberated thruout the country run up, in some cases, to the fantastic heights of 20 or 22 billion dollars a year.

This bulletin then proceeds to make an expert analysis of income and governmental costs based upon the most reliable sources of information available. Basing its figures on 1932, the last year for which anything more reliable than approximate estimates are available, the Tax Policy League discovers that approximately eight and a half billion dollars of revenue was collected by the 183,000 political units of the United States—federal, state, and local. This is stated to be "the actual present burden of government upon the taxpayer."

How do the fulminators against public expenditure arrive at estimates two and even three times this amount? They do it by using gross figures. They include sums realized from bond issues and borrowings, and also include expenditures for debt requirement, "which is obviously misleading, since it involves counting debts as a cost of government, both when they are incurred and when they are paid off." They include the full cost of public service enterprises, which are partly or wholly self-supporting and take no account of the fact that about nine percent of the revenue of state and city governments come from these enterprises.

These misleading figures as to the burden of public expenditures are then used in relation to equally fictitious statements as to the

amount of the national income. The result has been that estimates concerning the proportion of the total income which goes into taxes have assumed extravagant proportions, frequently running as high as a fourth or a third of the national income.

What are the facts as to the ratio of taxes to income? If one takes his income figures from a study of the national income, 1929-1932, recently made by the United States Bureau of Foreign and Domestic Commerce, and the estimates of taxes collected by the National Industrial Conference Board, the ratio of taxes to income distributed, as opposed to income currently produced, was as follows in recent years:

1929-----	12.1%
1930-----	13.6%
1931-----	14.6%
1932-----	16.3%

The foregoing percentages give a proper picture of the burden of government—indicated by the ratio of governmental costs, as represented by actual tax collections—to income, as represented by payments actually received by the people of the United States.

In appraising the worth of statements as to the burden of government in the United States, which are frequently issued by interests, anxious to keep public expenditures down to the lowest possible figure irrespective of social effects, it is well to have the following considerations in mind.

First, it is probable that these figures are misleading, if not grossly inaccurate. They usually overestimate the cost of government by double counting certain expenditures, by omitting revenue earned by public enterprises, and other statistical tricks. They underestimate by similar devices the amount of income actually received.

Second, these statements frequently imply that the increase in the percentage of income paid for taxes is the outcome of a recent and tremendous increase in governmental expenditures. They emphasize the increase in federal expenditures in recent years, but fail to note that this increase is offset in considerable degree by decreases in local expenditures, which have taken place as a result of the depression. They fail to note that most of such increase, as has taken place in the ratio between governmental costs and income received, is due to the tremendous drop in income since 1929.

It is much more comfortable for those high in the business world to use the foregoing procedure. By this trick, school teachers and other public employees become the villains in

the plot. Attention is deflected from the fact that these industrial leaders have proved unable to operate the marvelous instruments of production which the American people have paid for by their savings. The result of this inability has been a catastrophic drop in income, which is another name for the depression.

Third, those who mourn over the amounts expended for schools and other essential public services frequently argue from the assumption that all money expended publicly is wasted, whereas all money expended privately is productive. This assumption has no basis, either in sound economic theory or in obvious practical conditions. Millions of dollars of the earnings of the American people have been expended since 1920, with what they believed was competent financial advice, for South American bonds, Kreuger and Toll stock, and Insull certificates. Have these private expenditures proved productive?

Let us recognize that the productivity of an expenditure is not dependent upon whether it is made under private or public auspices. It is productive to the extent that it purchases goods and services that satisfy worthy indi-

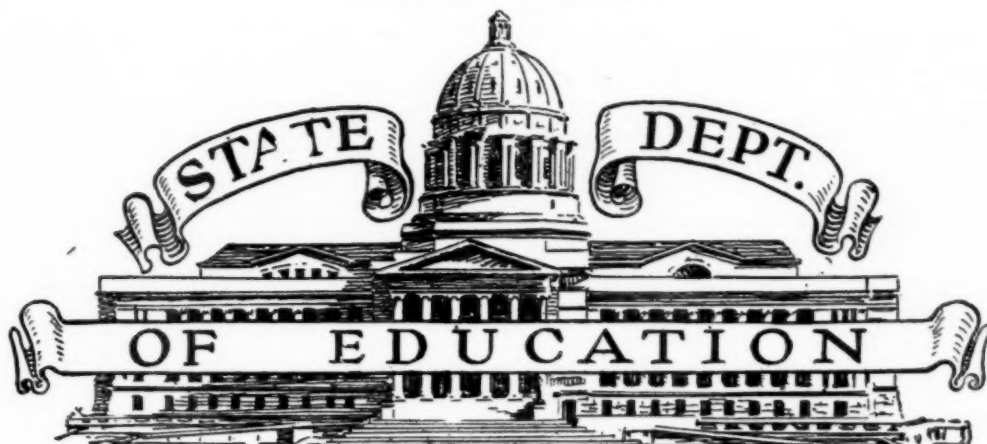
vidual and social wants. Under this sound criterion, no apology need be made for past and present expenditures for education, nor for any public enterprise of equal importance which renders a sufficient and genuine return on money invested in it.

Fourth, the strictures against public expenditures frequently assume that the incidence of taxation automatically and evenly spreads itself over the whole population. Arguing from this false assumption, many tears are shed by the representatives of wealthy interests over the burden of taxation borne by the poor people of the nation. What they have in mind is the fact that the principle of ability to pay is increasingly being recognized as a fundamental criterion in determining the basis of taxation. This canon of taxation is finding increasingly effective expression thru such modern taxes as those on income. It is difficult to shift these taxes. They have a tendency to stay put. The result is that the cost of government is not evenly and generally diffused. Rather, it is increasingly and properly paid for by those into whose hands the results of the work of all of us tend to concentrate.

To The Teachers of America

Henry Lester Smith, President National Education Association.

MAY I EXTEND to each of you personally on behalf of the National Education Association the handclasp of fellowship and good wishes. May this be for you in your own life a year of happiness and growth; in your work for the children a year of deeper insight and joyous service; in your community leadership a year of widened friendship and achievement; in your professional associations a year of renewed dedication and cooperation. In ordinary times the teacher holds a place of unique opportunity and responsibility. In these times of great national and world difficulty to teach is to assume a position of the highest privilege and responsibility. Nowhere else is the opportunity for creative adventure and high helpfulness so great. In the faith that humanity can move forward on to higher ground, let us approach the year ahead unafraid of its difficulties; with eager determination to awaken and inspire anew the creative and constructive energies of the people. By the grace of Almighty God let us make the school the savior and the servant of democracy in its hour of supreme trial and need.



Informational Notes Concerning Music Festivals and Curriculum

By Virginia Meierhoffer, State Director of Music

HIGH SCHOOL MUSIC FESTIVAL

THE ELEMENTARY SCHOOL choruses have created a demand for more music in high schools. In answer to this demand, and at the request of numerous high school superintendents and principals, the following plan is suggested. A list of songs has been selected, suitable for use in any high school. The songs may be used as unison or part songs. These songs may be taught in a regularly organized course, without credit, or used as an extra curricular activity.

These songs may be used for special programs during the year. A Festival, including all the high schools of the county, may be held at the end of the school year, at which time all the students who know the songs may participate. This is a festival and not a contest idea. These high school choruses will be similar in organization to the elementary county chorus.

The song book "Keep on Singing," edited by Kenneth B. Clark. Paull-Pioneer Music Co., 119 Fifth Ave., New York City 25c. A copy has been selected for this work. This book has been selected primarily because it can be used over a period of several years. It contains 127 songs especially designed for high school boys and girls. Piano accompaniments are given for all of the songs. The songs are:

Mixed Voices

Bendemeer's Stream, page 18
Kingdom Comin', page 40
Finlandia, page 78
Tiritomba, page 59
Judge's Song, page 118
Now is the Month of Maying, page 98

Girls

Hol-di-ri-dia, page 26
Little Wooden Shoes, page 16

Spin, Spin, page 54
Viennese Lullaby, page 64
Little Sandman, page 88
Little Josephine, page 56

Boys

Swansea Town, page 3
John Peel, page 8
De Camp Town Races, page 28
Volga Boat Song, page 61
Prayer of Thanksgiving, page 71
Battle of Jerico, page 32

FUNDAMENTALS OF MUSIC COURSE

Introduction

This course in Fundamentals of Music, issued by the State Department of Education, may be offered to ninth, tenth, eleventh or twelfth-year students. It is a prerequisite to the one-unit course, Theory and Harmony.

The course carries one unit of credit and requires the class to meet daily for two semesters.

Objectives

The fundamental aim of this course is to enlarge and enrich musical experience through:

- knowledge of the rudiments of music
- acquaintance with the best music
- improvement in technical skill through voice training
- recognition of the inter-relationship of the various branches of music

General Statements

The course is divided into three main divisions, namely: Rudiments of Music, Music Appreciation and Singing. These should be taught concurrently. As much rote singing, sight reading and ear training should be included as time allows.

In order to correlate successfully the divisions of the course it is necessary to have certain song materials. Music in the following books meets these needs:

Davidson-Surtte Zanzig, *Concord Junior Song and Chorus Book*, E. C. Schirmer, Boston, Mass., 1928
Foresman, Robert, *Sixth Book of Songs*, American Book Co., Chicago, Ill., 1932

McConathy-Beattie-Morgan, *Music of Many Lands and Peoples*, Silver, Burdett & Co., Chicago, Ill., 1932.

Under the divisions of the course, suggested song materials from the books listed above are given. The following abbreviations are used to indicate the source of the material: C. J., *Concord Junior Song and Chorus Book*, S. B., *Sixth Book of Songs*; M., *Music of Many Lands and Peoples*.

The records listed have been carefully selected to meet the minimum requirements of this course. There is need for the repeated hearing of each selection under many different conditions so that it may be made meaningful and greater beauty will be realized. A phonograph and these records are essential for the proper teaching of this subject.

Suggested references for teacher and student have been listed under each unit. Those starred are most suited to the unit.

It is strongly advised that all students enrolled in Fundamentals of Music participate in the Music Appreciation Hour conducted by Walter Damrosch. These programs are broadcasted twice a month on Friday mornings. Many subjects to be studied under Music Appreciation in this syllabus will be touched upon in these broadcasts. *The NBC Music Appreciation Hour Manuals and Notebooks* for 1934-1935 may be obtained from the NBC Music Appreciation Hour, 711 Fifth Ave., New York. Requests for allotments of manuals and notebooks, which will be distributed at cost of production and distribution, should be made as soon as possible.

Rudiments of Music

I. Pitch

1. Clefs and staves
 - a. Grand staff
 - b. Treble, bass and C clefs
 - c. Ledger lines
2. Notation of pitch
 - a. Names of pitches
 - b. Steps and half steps

References

- Earhart, W., *Music to the Listening Ear*, Chapter II, M. Witmark & Sons, New York, 1932
- *Kitson, C. H., *Rudiments of Music*, Chapter I, Carl Fischer, Inc., New York, 1927
- Robinson, O. E., *Music Fundamentals and Music Note Book*, Page 5, Hall McCreary Co., Chicago, 1925-1928 (For students)

II. Notes and Rests

1. Duration or value of notes and rests
 - a. The whole note to the sixty-fourth note
 - b. Equivalent rests, dots and double dots
 - c. Songs

Where'er You Walk—C. J.
 Who is Sylvia?—C. J.
 Turn Ye To Me—C. J.
 The Fiddler's Song—S. B.
 Pilgrims Chorus—S. B.
 To the Rose—M.
 Necken's Polska—C. J.
 March of the Men of Harlech—C. J.
 The Lobster Quadrille—S. B.
 The Child's Song—S. B.
 Song for a Wedding Day—S. B.
 The Marseillaise—M.
 The Pansy—M.
 The Volga Boatmen—M.
 Fly Now, O Song I'm Singing—M.

2. Note and rest groups

a. Songs

The Two Grenadiers—C. J.
 Fairest Isle—C. J.
 Solvejg's Song—C. J.
 I Found a Little Blind Boy—C. J.
 Sicilian Night—S. B.
 The Breeze Blows Fresh—S. B.
 Sky Comrades—S. B.
 Lullaby of the Dwarfs—S. B.
 Lullaby—M.
 El Manton de Manila—M.
 Oh Rest in the Lord—M.
 Fly Now, O Song I'm Singing—M.

3. Simple and compound meter

a. Measures

b. Accent

c. Songs

The Shepherdess—C. J.

The Generous Fiddler—C. J.
 Turn Ye To Me—C. J.
 Underneath the Forest Tree—C. J.
 Bonnie Dundee—C. J.
 Welcome Now, Lovely Spring—C. J.
 I Would We Lived As Angels Do—C. J.
 Over the Bright Blue Sea—C. J.
 How Can I Leave Thee?—S. B.
 Bendemeer's Stream—S. B.
 Nancy Lee—S. B.
 Praise of the Northland—S. B.
 A Ship Sails at Dawn—S. B.
 At Twilight—S. B.
 Hey, Ho to the Greenwood—S. B.
 Let Us Go-A-Maying—S. B.
 Troika Ride—M.
 Blow the Man Down—M.
 Contentment—M.
 Finlandia—M.
 The Butterfly—M.
 My Heart's in the Highland—M.
 He Shall Feed His Flock—M.

4. Syncopation

a. Songs

Bonnie Dundee—C. J.
 March of the Men of Harlech—C. J.
 The Keel Row—C. J.
 Little Wheel A-Turnin'—S. B.
 Listen to de Lambs—S. B.
 A Dream of Lost Songs—S. B.
 Hindu Song—M.
 The Gypsy—M.
 Little Wheel A-Turnin'—M.

5. Rhythms

a. Difference between rhythm and meter

(1) Build various rhythms on same meters.

Earhart, W., *Music to the Listening Ear*, Chapter IV

Gardner, C. E., *Essentials of Music Theory*, Chapter I.

Carl Fischer, Inc., New York, 1927

*Kitson, C. H., *Rudiments of Music*, Chapters II, V

Robinson, O. E., *Music Fundamentals*, Pages 13-14

*Spaeth, S., *The Art of Enjoying Music*, Chapters I, II, III, McGraw-Hill Book Co., New York, 1933

III. Scales

1. Major scale

a. Build with and without key signatures.

b. Learn number, letter and syllable names.

c. Songs

Turn Ye To Me—C. J.
 March of the Men of Harlech—C. J.
 Underneath the Forest Tree—C. J.
 The Child's Song—S. B.
 The Last of the Elves—S. B.
 The Wanderer—S. B.
 Gifts—S. B.
 It was a Lover and His Lass—M.
 Herons Fly Homeward—M.
 The Vagabond—M.
 The First Noel—M.

2. Minor scale

a. Natural, harmonic and melodic forms. Build with and without key signatures.

b. Study relative and tonic minor.

c. Songs

Welcome Now, Lovely Spring—C. J.
 Ailie Bain—C. J.
 The Pedlar—C. J.
 Necken's Polska—C. J.
 Annie, the Miller's Daughter—C. J.
 In the Forest—S. B.
 Child and the Butterfly—S. B.
 The Death of Robin Hood—S. B.
 Flee as a Bird—S. B.
 The Spring of the Year—S. B.
 King Orpheus—S. B.
 The Gypsy—M.
 Troika Ride—M.
 Out Among the Red Men—M.
 The Three Kings—M.
 El Manton de Manila—M.

3. Chromatic scale

4. Key signatures

5. Transposition

6. Modulation

a. Songs

Cradle Song—C. J.
 Home Longing—C. J.

O, Good Morning, My Fair One—C. J.
In the Forest—S. B.
Salute to Our Flag—S. B.
Nonsense—S. B.
The Ship of Rio—M.
A Song of Sherwood—M.
Sleep, Little One, Sleep—M.

References

- Earhart, W., *Music to the Listening Ear*, Chapters V, VII, X (Pages 38-42)
Gardner, C. E., *Essentials of Music Theory*, Chapter II
*Kitson, C. H., *Rudiments of Music*, Chapters III, IV
Robinson, O. E., *Music Fundamentals*, Pages 7-12
IV. Intervals and Introduction to Chord Building
1. Major intervals
2. Perfect intervals
3. Minor intervals
4. Diminished intervals
5. Augmented intervals
6. Songs
Devotion—C. J.
The Two Grenadiers—C. J.
Allie Bain—C. J.
The Pedlar—C. J.
Necken's Polska—C. J.
Home Longing—C. J.
O, Good Morning, My Fair One—C. J.
Child and Butterfly—S. B.
Nancy Lee—S. B.
The Beggar—S. B.
Pilgrims Chorus—S. B.
Song of the Birch Log—S. B.
The Country Courtship—S. B.
A Ship Sails at Dawn—S. B.
He Is An Englishman—M.
Contentment—M.
El Mantón de Manila—M.
The Volga Boatmen—M.
Adventure—M.
Lullaby—M.
7. Inversion of intervals
8. Triads, major and minor
9. Inversion of triads

References

- Earhart, W., *Music to the Listening Ear*, Chapter V, Pages 42-53
Gardner, C. E., *Essentials of Music Theory*, Chapter III
*Kitson, C. H., *Rudiments of Music*, Chapter IV
V. Musical Terms
1. Common terms indicating Tempo
a. Grave, Largo, Larghetto, Lento, Adagio, Andante, Andantino, Moderato, Allegretto, Allegro, Vivace, Presto, Prestissimo
b. Songs
Where'er You Walk—C. J.
Cradle Song—C. J.
Turn Ye To Me—C. J.
Over the Bright Blue Sea—C. J.
Whether?—C. J.
Hunting Song—C. J.
Welcome Now, Lovely Spring—C. J.
Strike It Up, Tabor—C. J.
The Beggar—S. B.
Wanderer's Night Song—S. B.
Shepherd's Song—S. B.
The Last of the Elves—S. B.
Lullaby of the Dwarfs—S. B.
Jack and Joan—S. B.
Song of the Storm—S. B.
The King of Yvetot—S. B.
Mr. Banjo—S. B.
He Shall Feed His Flock—M.
Thanksgiving Hymn—M.
Break Forth, O Beauteous, Heavenly Light—M.
When I Was Seventeen—M.
Lullaby—M.
The Miller's Flowers—M.
O, Soldier, Soldier—M.
It Was a Lover and His Lass—M.
The Hunting Chorus—M.
2. Common terms indicating variations in speed
a. Increasing the pace (Accelerando, Stringendo, Stretto, Più Mosso)
b. Decreasing the pace (Rallentando (rall.), Ritardando (ritard.), Ritenuito (rit.), Meno Mosso)

- c. Return to normal time (Tempo, Tempo Primo)
d. Special direction as to speed (Tempo Giusto, Tempo Rubato, Ad Libitum)

e. Songs

- I Have Lost My Eurydice—C. J.
Bonnie Dundee—C. J.
Turn Ye To Me—C. J.
O, Golden Ray—C. J.
Solvejg's Song—C. J.
Oh, Praise the Lord—S. B.
The Wanderer—S. B.
Cuban Serenade—S. B.
Nancy Lee—S. B.
Gifts—S. B.
Lullaby—M.
Goodnight—M.
Non Nobis Domine—M.
The Quartet—M.
When Stars Are in the Quiet Sky—M.
3. Common terms indicating intensity of tone (Fortissimo (ff), Forte (f), Mezzo Forte (mf), Piano (p), Mezzo Piano (mp), Pianissimo (pp))
a. Songs
March of the Men of Harlech—C. J.
Whether?—C. J.
Devotion—C. J.
The Ballad of Hynd Horn—S. B.
Children's Night Song—S. B.
On the Levee—S. B.
Ode Triumphant—M.
The Safe Side—M.
The Fanny—M.
The Volga Boatmen—M.
4. Common terms indicating variety of tone (Crescendo, Diminuendo, Decrescendo, Sforzando)
a. Songs
Who is Sylvia?—C. J.
I Have Lost My Eurydice—C. J.
The Pedlar—C. J.
Country Glee—S. B.
Hush Thee, My Little One—S. B.
Blossoms and Bees—S. B.
Cradle Song—M.

VICTOR RECORD TEACHING UNIT

Phonograph Records
for Music Appreciation

STATE COURSE of Study 1934-35

VICTOR RECORD NUMBERS AND PRICES

22621.....\$.75	22166.....\$.75
22993......75	6608.....2.00
20150......75	21251......75
22161......75	22765......75
20637......75	20430......75

BOOKS

Music Appreciation for Children...	\$1.75
Music and Romance	2.25
What We Hear in Music (Revised) Newest Edition	2.75
Victrola Book of the Opera	1.50

AEOLIAN Co. of Mo.

1004 OLIVE STREET, ST. LOUIS

It Was a Dream—M.

I Love Thee—M.

5. Common terms indicating style (Animato, Cantabile, Con Brio, Dolce, Giocoso, Grazioso, Legato, Maestoso, Scherzando, Staccato, Sostenuto)

a. Songs

Solvejg's Song—C. J.

Devotion—C. J.

Gypsy Song—C. J.

The Magic Castle—C. J.

Sunday on the Rhine—C. J.

Parting—C. J.

Alice, Where Art Thou?—S. B.

The Country Courtship—S. B.

Lullaby of the Dwarfs—S. B.

The Outlaw of Eitrick—S. B.

Pilgrims Chorus—S. B.

Do You Fear the Wind?—M.

O No, John—M.

Naples—M.

Hearts of Oak—M.

6. Abbreviations and symbols (D. C., D. S., tie, slur, accent, hold, repeat)

a. Songs

Where'er You Walk—C. J.

Who is Sylvia?—C. J.

I Saw You—C. J.

The Two Grenadiers—C. J.

Deck Thyself, My Soul—C. J.

My Inmost Thoughts—C. J.

Pastoral—S. B.

Breezes—S. B.

The Lobster Quadrille—S. B.

The Beggar—S. B.

The Breakers—S. B.

Song of the Birch Log—S. B.

O Soldier, Soldier—M.

Alouette—M.

Lullaby—M.

The Safe Side—M.

Cradle Song—M.

Out Among the Red Men—M.

References

Gehrken, K., *Fundamentals of Music*, Chapter VIII, O Ditson Co., Boston, Mass., 1914

*Kitson, C. H., *Rudiments of Music*, Chapters VI, VII

Robinson, O. E., *Music Fundamentals*, Pages 15-17

Music Appreciation

I. Elements of Music

1. Rhythm

a. Songs

Bonnie Dundee—C. J.

The Keel Row—C. J.

On the Levee—S. B.

The Ballad of Hynd Horn—S. B.

A Song of Sherwood—M.

Blow the Man Down—M.

b. Records

Beethoven, *Symphony No. 5*, Andante con moto

Franck, *Symphony in D Minor*, Allegretto

Grieg, *Peer Gynt Suite*, Anitra's Dance; In the Hall of the Mountain King

Rimsky-Korsakov, *Capriccio Espagnol*

Schubert, *The Erl King*

Strauss, *Till Eulenspiegel*

2. Melody

a. Songs

Who is Sylvia?—C. J.

The Jasmine Flower—C. J.

Child and Butterfly—S. B.

The Year Casts Off His Winter Coat—S. B.

Ode Triumphant—M.

Volga Boatmen—M.

b. Records

Bach, *Suite in D, No. 3*, Air

Franck, *D Minor Symphony*, Lento-Allegro non troppo

Grieg, *Peer Gynt Suite*, Morning

Mozart, *Eine Kleine Nachtmusik*

Schubert, *Ave Maria*

Schubert, *Unfinished Symphony*, Andante con moto

Tschaikowsky, *String Quartet, No. 1*, Andante Cantabile

3. Harmony

a. Songs

For All the Saints—C. J.

Tiritomba—C. J.

An Evening Prayer—S. B.

Love's Old Sweet Song—S. B.

Thanksgiving Hymn—M.

Peace Hymn—M.

b. Records

Brahms, *Variations on a Theme by Haydn*

Debussy, *Afternoon of a Faun*

Grieg, *Peer Gynt Suite*, Ase's Death

Mendelssohn, *Midsummer Night's Dream Overture*

Wagner, *Overture to Die Meistersinger*

Wagner, *Tannhauser*, Pilgrims' Chorus

References

*Elson, Arthur, *The Book of Musical Knowledge*, Chapter XXXI, Houghton, Mifflin Co., New York, 1933

Erb, J. L., *Music Appreciation for the Student*, Introduction, G. Schirmer, Inc., New York, 1926

*Faulkner, A. S., *What We Hear in Music*, Part I, Lesson III, RCA Victor Co., Inc., Camden, N. J., 1931

Gehrken, K. W., *The Fundamentals of Music*, Chapters II, III, IV, Oliver Ditson Co., Boston, Mass., 1914

Kinsella, H. G., *Music and Romance*, Part I, Chapter I, RCA Victor Co., Camden, N. J., 1930

*Spaeth, S., *The Art of Enjoying Music*, Chapters IV through IX inclusive.

II. Vocal Music

1. Tone quality of women's and men's voices

a. In solo and ensemble

(1) Records

Bizet, *Pearl Fishers*, I Hear as in a Dream

Delibes, *Lakme*, Bell Song

Mozart, *Messiah*, Hallelujah Chorus

Schubert, *The Erl King*

Verdi, *Aida*, Celeste Aida

Wagner, *Tannhauser*, Pilgrims' Chorus

2. Forms of vocal music

a. Solos

(1) Folk songs

(a) Songs

Peter, Peter Paul—C. J.

Hunting Song—C. J.

Lisette—C. J.

The Generous Fiddler—C. J.

Listen to de Lambs—S. B.

Song of the Birch Log—S. B.

Bonnie George Campbell—S. B.

Alpine Song—S. B.

Tiritomba—C. J.

Swing Low, Sweet Chariot—C. J.

The Green Garland—C. J.

The Pedlar—C. J.

The Keel Row—C. J.

On the Alma—C. J.

On the Levee—S. B.

West Country Ballad—S. B.

The Beggar—S. B.

Country Glee—S. B.

Luisella—S. B.

The Humming Bird—S. B.

Home on the Range—M.

John Peel—M.

At Pierrot's Door—M.

Keep in de Middle ob de Road—M.

Thanksgiving Hymn—M.

Volga Boatmen—M.

My Heart's in the Highlands—M.

La Paloma—M.

Green for the Mountain Side—M.

Carmela—M.

(2) Art Songs

(a) Songs

Whither?—C. J.

Who Is Sylvia?—C. J.

Solvejg's Song—C. J.

The Two Grenadiers—C. J.

O Golden Ray!—C. J.

I Would That My Love—C. J.

Bird in Air Will Stray Afar—C. J.

The Ant and Grasshopper—C. J.

Salute To Our Flag—S. B.

My Love is Yours—S. B.

A Ship Sails at Dawn—S. B.

Lift Thine Eyes—S. B.

The Green Bush—S. B.

The Linden Tree—S. B.

Song of the Lark—S. B.

Oh, Praise the Lord—S. B.

Lullaby—M.

Oriental Romance—M.

The Miller's Flowers—M.
O Rest in the Lord—M.
Fly Now, O Song I'm Singing—M.
The Pansy—M.
I Love Thee—M.
A May Song—M.

(b) Records

Molloy, Kerry Dance
Schubert, The Erl King
(3) Recitative and Aria
(a) Songs

Where'er You Walk—C. J.
I Have Lost My Eurydice—C. J.
The Sandman's Song—C. J.
The Child's Song—S. B.
Lullaby—M.
Then Shall the Eyes of the Blind—M.
Come Unto Him—M.

(b) Records

Bizet, *Pearl Fishers*, I Hear as in a Dream
Delibes, *Lakme*, Bell Song
Verdi, *Aida*, Celeste Aida

b. Ensemble

(1) Madrigals

(a) Songs

See! Lovely Day is Dawning—C. J.
Strike It Up, Tabor—C. J.
O, Rose, So Brightly Glowing—C. J.
Cmely Swain—M.
It Was a Lover and His Lass—M.

(2) Chorals

(a) Songs

We, Thy People Praise Thee—C. J.
Deck Thyself, My Soul, With Gladness—C. J.
Oh, Praise the Lord—S. B.
Now Thank We All Our God—S. B.
From Ill Do Thou Defend Me—M.
Break Forth, O Beauteous, Heavenly Light—M.

(3) Glee and Part Songs

(a) Songs

Glorious Apollo—C. J.
Sound the Trumpet—C. J.
Country Glee—S. B.
The Dark Shepherdess—S. B.
Hosanna—M.
Of All the Brave Birds—M.

(4) Canons

(a) Songs

Summer is A Coming In—C. J.
Non Nobis, Domine—C. J.
A Merry Round—S. B.
Hey, Ho, To The Greenwood—S. B.
Summer is A Coming In—M.
Non Nobis, Domine—M.

(5) Choruses from Cantatas, Operas and Oratorios

(a) Songs

We're Called Gondoliers—C. J.
Lift Thine Eyes—C. J.
Bridal Procession—C. J.
Lift Thine Eyes—S. B.
Pilgrims Chorus—S. B.
Oh! Praise the Lord—S. B.
He is An Englishman—M.
Come, Ever Smiling Liberty—M.

(b) Records

Handel, *The Messiah*, Hallelujah Chorus
Mozart, *Twelfth Mass*, Gloria
Wagner, *Tannhauser*, Pilgrims' Chorus
Wagner, *Tannhauser*, Procession of Guests

3. Famous Composers of Vocal Music

References

- *Elson, Arthur, *The Book of Musical Knowledge*, Part I, Chapters IV, V; Part II; Part III; Chapter XXXIX; Part IV, Chapter XLIII
*Faulkner, A. S., *What We Hear in Music*, Part I, Lessons II, IV, V, VI, XII through XXXVI, inclusive; Part IV
*Kinsella, H. G., *Music and Romance*, Part I, Chapters II, III, V; Part II, Chapters II, III, V, VII, X, XIII, XV; Part III, Chapters I, VIII, XI, XV
McGehee, T., *People and Music*, Chapters IV, V, VI, XIV, XVI, Allyn and Bacon, Chicago, 1929
*Mason, D. G., *From Song to Symphony*, Chapters I, II, III, Oliver Ditson, Boston, 1924
*Scholes and Earhart, *The Complete Book of the Great Musicians*, Carl Fischer, New York, 1931

*Spaeth, S., *The Art of Enjoying Music*, Chapters XIX through XXV inclusive

III. The Symphony Orchestra

1. Division of the orchestra

a. String family

(1) Records

Bach, *Suite in D, No. 3*
Beethoven, *Symphony No. 5*, Allegro con brio
Haydn, *Emperor Quartet*, Theme and Variations
Mozart, *Eine Kleine Nachtmusik*, Allegro
Schubert, *Ave Maria*
Schubert, *Rondo*
Tchaikowsky, *String Quartet No. 1*, Andante Cantabile

b. Woodwind family

(1) Records

Debussy, *Afternoon of a Faun*
Dukas—*Sorcerer's Apprentice*
Franck, *Symphony in D Minor*, Allegretto
Grieg, *Peer Gynt Suite*, Morning
Mendelssohn, *Midsummer Night's Dream Overture*
Rimsky-Korsakov, *Capriccio Espagnol*
Schubert, *Unfinished Symphony*, Andante con moto
Tchaikowsky, *Nutcracker Suite*, Chinese Dance; Dance of the Flutes

c. Brass family

(1) Records

Rimsky-Korsakov, *Capriccio Espagnol*
Strauss, *Till Eulenspiegel*
Tchaikowsky, *Nutcracker Suite*, Marche
Wagner, *Overture to Die Meistersinger*

d. Percussion family

(1) Records

Strauss, *Till Eulenspiegel*
Tchaikowsky, *Nutcracker Suite*, Dance of the Sugar Plum Fairy; Trepak

2. Form of orchestral music

a. Binary, or Two-Part Song Form

(1) Records

Bach, *Suite in D, No. 3*, Air; Bourree
b. Ternary Form

(1) Records

Grieg, *Peer Gynt Suite*, Morning
Schubert, *Unfinished Symphony*, Andante con moto
Tchaikowsky, *String Quartet No. 1*, Andante Cantabile

c. Dance Forms (Waltz, Minuet, Gavotte, Mazurka, Polka, March)

(1) Records

Bach, *Suite in D No. 3*
Mozart, *Eine Kleine Nachtmusik*, Minuetto
Tchaikowsky, *Nutcracker Suite*, Waltz of the Flowers; Marche

d. Rondo

(1) Records

Mozart, *Eine Kleine Nachtmusik*, Rondo
Schubert, *Rondo*
Strauss, *Till Eulenspiegel*

e. Lyric Forms (Serenade, Meditation, Reverie, Barcarolle, Nocturne, Berceuse, Intermezzo)

(1) Records

Mozart, *Eine Kleine Nachtmusik*
Rimsky-Korsakov, *Capriccio Espagnol*
Schubert, *Ave Maria*
Schumann, *Piano Concerto in A Minor*, Andantino grazioso

f. Theme and Variations

(1) Records

Beethoven, *Symphony No. 5*, Andante con moto
Brahms, *Variations on a Theme by Haydn*
Haydn, *Emperor Quartet*, Theme and Variations

g. Polyphonic music

(1) Records

Bach, *Suite in D, No. 3*, Overture
Brahms, *Variations on a Theme by Haydn*
Franck, *Symphony in D Minor*, Lento-Allegro non troppo
Handel, *Messiah*, Hallelujah Chorus
Mozart, *Twelfth Mass*, Gloria

h. Larger Orchestral Forms

(1) Ballet and Suite

(a) Records

Bach, *Suite in D, No. 3*
Debussy, *Afternoon of a Faun*
Grieg, *Peer Gynt Suite*
Rimsky-Korsakov, *Capriccio Espagnol*
Tchaikowsky, *Nutcracker Suite*

(2) Overture

(a) Records

Bach, *Suite in D, No. 3*, Overture
Mendelssohn, *Midsummer Night's Dream Overture*

- Tschaikowsky, *Nutcracker Suite*, Overture
 Wagner, Overture to *Die Meistersinger*
 (3) Symphonic Poem
 (a) Records
 Dukas—*Sorcerer's Apprentice*
 Strauss, *Till Eulenspiegel*
 (4) Symphony
 (a) Records
 Beethoven, Symphony No. 5
 Franck, Symphony in D Minor
 Schubert, Unfinished Symphony
 (5) Chamber Music
 (a) Records
 Bach, Suite in D, No. 3
 Haydn, *Emperor Quartet*, Theme and Variations
 Mozart, *Eine Kleine Nachtmusik*
 Tschaikowsky, *String Quartet No. 1*, Andante Cantabile
 (6) Concerto
 (a) Records
 Schumann, Concerto in A Minor

References

- Earhart, W., *Music to the Listening Ear*, Chapters XII, XIII
 *Elson, Arthur, *The Book of Musical Knowledge*, Part II; Part III, Chapters XXXII through XXXVIII, inclusive; Part II, Chapters XLIV through LIII, inclusive
 Erb, J. L., *Music Appreciation for the Student*, Chapters VII, IX, X
 *Faulkner, A. S., *What We Hear in Music*, Part I, Lessons I, III, VII, VIII, IX, X, XI; Part III, Lessons I through XXXVI, inclusive
 Gehrken, K., *Fundamentals of Music*, Chapter VI
 *Kinsella, H. G., *Music and Romance*, Part I, Chapters IV, VI, VII, VIII, IX, X, XI, XIII; Part II, Chapters I, IV, VIII, XII, XIII, XIV; Part III, Chapters II, III, IV, V, VI, XII, XIV
 McGehee, T., *People and Music*, Chapters X, XI, XIII, XV
 Mason, D. G., *From Song to Symphony*, Chapters IV through VIII inclusive
 *Scholes and Earhart, *The Complete Book of the Great Musicians*
 *Spaeth, S., *The Art of Enjoying Music*, Chapters X through XIX inclusive, Chapters XXVI through XXXIII

RECORD LIST

- Bach—Suite No. 3, in D Major, Columbia Set No. 135
 Beethoven—Symphony No. 5, in C Minor, Columbia Set No. 178—Victor Album M-115
 Bizet—*Pearl Fishers*, I Hear as in a Dream, Victor 7770 (Verdi-Aida, Celeste Aida)
 Brahms—Variations on a Theme by Haydn, Victor Album M-114
 Debussy—Afternoon of a Faun, Columbia 67219-D, Victor 6696
 Delibes—*Lakme*, Bell Song, Victor 1502
 Dukas—*Sorcerer's Apprentice*, Columbia 67335-D—67336-D, Victor 7021
 Franck—Symphony in D Minor, Columbia Set No. 121, Victor Album M-22
 Grieg—Peer Gynt Suite, Victor 20245-35793
 Handel—*Messiah*, Hallelujah Chorus, Victor 35768 (Mozart—*Twelfth Mass*, Gloria)
 Haydn—*Emperor Quartet*, Theme and Variations, Victor 6634 (Tschaikowsky—*String Quartet No. 1*, Andante Cantabile)
 Mendelssohn—Midsummer Night's Dream, Overture, Columbia 67795D-67796D, Victor 6675-6676
 Molloy—Kerry Dance, Victor 7177 (Schubert—Erl King)
 Mozart—*Eine Kleine Nachtmusik*, Columbia 68016D-68017D, Victor 9789-9790
 Mozart—*Twelfth Mass*, Gloria, Victor 35768 (Handel—*Messiah*, Hallelujah Chorus)
 Rimsky-Korsakov—Capriccio Espagnol, Victor 1185-6603
 Schubert—Unfinished Symphony, Columbia Set No. 122, Victor Album M-16
 Schubert—Ave Maria, Victor 6691
 Schubert—Rondo, Victor 6691
 Schubert—Erl King, Victor 7177 (Molloy—Kerry Dance)
 Schumann—Piano Concerto in A Minor, Columbia Set No. 114, Victor Album M-39
 Strauss—*Till Eulenspiegel*, Columbia 67478D-67479D, Victor 9271-9272
 Tschaikowsky—*Nutcracker Suite*, Victor Album M-3
 Tschaikowsky—*String Quartet No. 1*, Andante Cantabile, Victor 6634 (Haydn, *Emperor Quartet*, Theme and Variations)
 Verdi—*Aida*, Celeste Aida, Victor 7770. (Bizet—*Pearl Fishers*, I Hear as in a Dream)
 Wagner—Overture to *Die Meistersinger*, Columbia 67467-D-67468-D, Victor 6858-6859
 Wagner—*Tannhauser*, Pilgrims' Chorus; Procession of Pilgrims, Victor 9161

"100% Everywhere" Reports For State and District Teachers Associations

Reports from county superintendents in various parts of the State indicate a strong trend toward "100% enrollment everywhere" in the State and District Associations.

Miss Pauline A. Humphreys, State President, has prepared an excellent program for the State meeting, November 8-10, and the District Officers have arranged splendid programs for their meetings, October 18-19.

Here are a few of the many 100% comments:

"Expect to make 100%." "Rural teachers near 100% now; towns will enroll later." "Shall get 100% enrollment by October 1." "Trying for 100%." "Hopeful of securing 100% enrollment." "When

high school districts enroll our county will be about 100%." "100% a little later." "Near 100% now." "Expect 100% in 30 days." "100% by September 5." "We are planning to be 100%." "Have had 100% enrollment for years and expect it again this year." "Enrollment in our county breaking last year's record." "Rural teachers 100% now." "Trying for 100%." "Best outlook for 100% we have ever had." "Expect 100% by September 15." "Trying to enroll all." "We are trying for 100%." "Hope for big percentage." "Will be 100% again this year." "We can see goal of 100% for this county." "Will be 100%." "My aim is to get 100% enrollment as in previous years." ETC., ETC., ETC., ETC.

Elementary Picture Study for 1934-35

By Cora E. Morris, State Rural Supervisor

How To Look at Pictures

"You must look at pictures studiously, earnestly, honestly. It will take years before you come to a full appreciation of art; but when at last you have it, you will be possessed of the purest, loftiest and most ennobling pleasures that the civilized world can offer you."

John C. Van Dyke.

"A room hung with pictures is a room hung with thoughts."

J. Reynolds.

I

Selections and Unit Plan for Study

1. Torn Hat ----- September
 2. Boyhood of Raleigh ----- September
 3. Store Room ----- October
 4. Knitting Lesson ----- November
 5. Holy Night ----- December
 6. Portrait of Artist ----- January
 7. Children of Charles I ----- February
 8. Windmill ----- March
 9. Lookout "All's Well" ----- April
 10. Dignity and Impudence ----- May
- References for Children: "Great Pictures and Their Stories" by Lester, Books I to IX; "Instructor Picture Outfit (Mo. Edition) 1934-1935." State Courses of Study, p. 207.

II

Suggestive Technique for the Unit of Work

Music and art have many of the same characteristics. Pictures, like music, create emotions. Music selections add to the spirit and atmosphere of the picture. Interest may be keenly stimulated by playing portions of various selections and the children asked to choose the one best suited to the picture.

A line of poetry, a verse, or a whole poem helps greatly when studying pictures; for often the poet says in words and sentences the very thing the artist says with lines and color; for example, read "Pippa Passes" by Browning with "The Song of the Lark." "Boats sail on the River" by Rossetti with "The Windmill."

Related activities, may be carried out as seat work activities or as projects for the art class. With little children the "acting out" of the picture is a real joy. It is the *effort* on the part of the child to reproduce the pose and action that is of value.

Color in Pictures

We live in a world of color and the more colors one knows the more colors one sees. To learn something of color and the color-names, write any school supply house for sample pads of colored paper which contain 72 different colors with names attached. Study these and learn to name the hues, tints and shades, and

then look for them in pictures and surroundings. Next learn the position of color in the "Color Wheel" which places colors in relation to each other just as the music scale places tones in relation to each other.

Important Color Harmonies or Combinations of Colors

1. The *monochromatic* or one-color harmony in which two or more tones of the same hue are used, "Boy with Rabbit" (yellows—light yellow, yellow, dark yellow, darker yellow, which is tan, etc.), "Solemn Pledge" (blues—white, light blue, blue, darker blue, etc.)
2. *Analogous* or "neighboring" color harmony, when colors next to each other in the color wheel are used together; as, yellow and green, or orange and yellow, "On the Stairs" (red, red orange, orange, yellow orange, etc.), "On the French Coast" (same colors), "Blue Boy" (light blue, blue, blue green, dark blue green, etc.) "After a Summer Shower" (yellows—light yellow, light yellow green, light green, dark green, darker green, etc.)
3. *Complementary* or opposite harmony using, with a dominant color, a touch of the color at the opposite side of the color wheel, (complementary means completing the color wheel, for the two colors named contain the three primary colors) as violet and yellow, blue and orange; "Song of the Lark" (rising sun above green trees), "Northern Sunrise" (sky against water), "Icebound" (shadows under trees). Many times the eye cannot detect these harmonies even when looking for them till it becomes trained to see and recognize colors.

When once a color or a harmony is found in a picture, it will readily be noticed in something out-of-doors; clouds, shadows, colors of a landscape in sunshine, or a shadow. When an expression or a pose is discovered in a picture, it will be noticed in people and children about one. This is only one of the great values of studying pictures; namely, when we learn to see beauty in a picture we can find this same beauty in our surroundings.

III

Units of Work for Each Study

Torn Hat

(Sully, American 1783-1872)

Related Music:

"Whistler and His Dog"--(Victor Record No. 19869)

Related Literature:

1. "Barefoot Boy" ----- Whittier
2. See St. C. of S., p. 349—Correlation with Health
3. "A Boy's Mother" ----- Riley
4. Proverbs 1:8-9; 22:6; Colossians 3:20
5. "A Boy's Song" ----- Hogg
6. "Evening at the Farm" -- Trowbridge

Related Activities:

1. Write stories about boys you know.
2. Draw the head of a boy wearing a hat.
3. Collect pictures that show the finest type of American boy.
4. Make a booklet and place a picture of "The Torn Hat" on the outside of the cover. Copy some poem which you find that you like about the happy summer time. Perhaps you enjoy Whittier's "Barefoot Boy." Your teacher may suggest other poems for you to read.
5. Draw a picture to show something a boy likes to do in the summer time. Let other members of the group guess what is represented.

The Boyhood of Raleigh
(Millais, English—1829-1896)

Related Music:

1. "Sailor's Hornpipe" (English)—(Victor Record No. 21685)
2. "The Sea" by MacDowell—(Victor Record No. 4017)
3. "Dream Visions" by Stix—(Victor Record No. 20201)

Related Literature:

1. "Romance" by W. J. Turner
2. "Song for All Seas, All Ships" by Walt Whitman
3. "Sea Fever" by John Masefield
4. "Sea Gypsy" by Haney

Related Activities:

1. Re-read the stories of Sir Walter Raleigh in your history books.
2. Make a simple book. Collect pictures of sea scenes and paste in the book.
3. Pose the picture.
4. Take the same complementary colors used in this picture and draw a picture.

The Store Room
de Hooch, Dutch—1629-1677

Related Music:

1. "Musette" by Gluck (Victor Record No. 20563)
2. Home, Sweet Home (Victor Record No. 1146)

Related Literature:

1. "What is Good"—John B. O'Reilly
2. "Stay, Stay at Home"—Henry W. Longfellow
3. "Out to Old Aunt Mary's"—Riley
4. "When Frost is on the Punkin"—Riley

Related Activities:

1. Make a simple tile using paper cutting.
2. Draw a picture of a Dutch home with windows, doors and tiled floor.
3. In the advertising pages of magazines one may find pictures representing patterns for tiled floors. Find one you think attractive and copy the design.
4. Draw pictures of objects which suggest the people of Holland.
5. Study this picture and try to draw one room and give a peep into another.

The Knitting Lesson
(Millet, French—1814-1875)

Related Literature:

Related Activities:

1. Ask your grandmother to teach you to knit, crochet or tat.
2. Make a loom and weave a rug or scarf.
3. Piece a quilt for the doll bed.
4. Study the development of cloth from Egyptian time to present day.

Holy Night

(Correggia, Italian—1494-1534)

Related Music:

1. "Adeste Fideles"—Portugal
2. "Silent Night"—Gruber
3. "The First Noel"—Traditional (Victor Record No. 35788)
4. "The Child Jesus" (Songs for Children)—Victor Record No. 20442

Related Literature:

1. "Christmas Song" by J. G. Holland
2. Gospel of St. Luke, II—7—16

Related Activities:

1. Cut pictures of sheep, shepherd's, and shepherd's crooks.
 2. Draw with crayons a morning sky.
 3. Make a poster picture of the "shepherds abiding in the fields."
 4. The children will enjoy hearing the story of the birth of the Savior read to them from the Bible. They will be interested in the manner in which it is told.
 5. Let the children assist in placing the manger scene on the sand table or on some other table where they may keep it for awhile.
 6. Teach the poem Luther's "Cradle Hymn" or "There's a Song in the Air."
- "Young Mother, with thy babe at rest,
Warm-pillowed on thy happy breast,
Thou leaning tenderly above
And face of deep contented love,
'There is not elsewhere any sight
On earth more bright with heavenly light."
- Portrait of the Artist
(Rembrandt, Dutch—1606-1669)

Related Literature:

1. "Four Things" by Henry Van Dyke
2. "Sonnet CIV" by Wm. Shakespeare

Related Activities:

1. Look in a mirror and draw your own picture.
2. Make silhouettes of your classmates.
3. Study methods of making pictures of people from "Tintype to photography by telephone or radio."

Children of Charles I

(Van Dyck, Flemish—1599-1641,
Hangs in Turin Gallery. Size of picture, 59 x 60 in.)

Related Music:

1. Air De Ballet—Jadossohn
2. "Wand of Youth" (Suite) by Elgar—Victor Record No. 9594
3. "Young Prince and Young Princess" (Suite Op. 35) by Rimsky-Korsakoff—(Victor Record No. 6740)

Related Literature:

1. "The Flight of Youth" by Richard H. Stoddard
2. "To Youth" by Walter Savage Landor
3. "Amaryllis" (old French—Victor Record No. 20169)
4. "Children" by Henry Wadsworth Longfellow
5. "Children's Hour"—Longfellow

Related Activities:

1. Pose the picture
2. Make a collection of children and baby pictures. There are many very attractive ones in the advertisements in magazines. Place in a large class scrap book, or arrange on a bulletin board for a time.
3. Draw or cut free-hand, pictures to illustrate things babies and children like to play with. Let your classmates guess what you are suggesting.

The Windmill

Ruydael Dutch—1628-1682

Related Music:

1. "The Hungry Windmill"—Terhune
2. "The Storm"—Wm. Tell Overture—Rossini
3. "The Mill Wheel" by Birge (Victor Record No. 20347)
4. "The Wind Mill" by German (Victor Record No. 19891)

Related Literature:

1. "The Windmill" by Henry W. Longfellow
2. "Nightfall at Dordecht" by Reginald de Koven
3. "A Summer Storm"—Lowell

Related Activities:

1. With charcoal and kneaded eraser draw large sky of clouds.
2. Study windmills and draw a picture of one.
3. Construct a windmill using paper or cardboard.
4. Draw Dutch houses and boats.
5. Make a Holland scene on the sand table.
6. Let the sand table represent a Holland scene, showing the canals, the dikes, and a windmill. Add any other features typical of Holland.
7. This picture suggests a great many interesting things about Holland, which may cause you to wish to learn more

about the country. Find material in the library or in any other sources and prepare to tell what you find to someone else.

8. Try to paint a landscape picture which suggests a storm. Use this copy for one.
 9. Study the poem "The Windmill" by Longfellow. Perhaps you would like to memorize a part or all of the poem.
- Lookout "All's Well"
(Homer, American—1836-1910)

Related Music:

1. "Sailing Song"
2. "Row, Row, Row Your Boat"
3. "Blow the Man Down"

Related Literature:

1. "The Sea"—B. W. Procter
2. "Inchcape Rock"—Robert Southly
3. "Old Ironsides"—O. W. Holmes
4. "Where Go the Boats"—R. L. Stevenson

Related Activities:

1. Make collection of pictures of marine scenes.
 2. Make crayon drawings of ships on the sea, some near and others far away.
 3. Fold sail boats. Make boats of paper or cardboard.
 4. Study development of boats from Egyptian to present day.
- Dignity and Impudence
(Landseer, English—1802-1873)

Related Music

Related Literature:

1. "The Dog"—A. Field
2. "Fidelity of the Dog"—Senator Vest
3. "On the Road to Vagabondia"—Burnett
4. "My Dog Blanco"
5. "An Elegy on the Death of a Mad Dog"—Goldsmith

Related Activities:

1. Make a booklet and place pictures in it of as many kinds of dogs as you can find.
2. Make a list of the names of dogs you have read about as "Igloo" Scuttle, Fido, etc.
3. Read books about dogs as:—"Wags and Woofie," "Call of the Wild," etc.
4. Draw dog pictures showing them in action.
5. Model dogs in clay, soap or snow.



Pupils State Reading Circle

State Department of Education

Chas. A. Lee, State Superintendent Jefferson City, Missouri

The organization, requirements and standards for the State Pupils Reading Circle are given in Courses of Study for Elementary Schools, 1933 edition, pp. 566-569. This is an organization for more efficient reading in many fields. The list from which books may be chosen this year is given here. It is suggested that teachers file this list for future reference. These books should be ordered from E. M. Carter, Secy., State Pupils Reading Circle, State Teachers Association, Columbia, Mo.

Those books which are starred are not regularly handled by E. M. Carter although they, also, may be ordered through him; while they

are highly recommended for the school library, they are for the most part more expensive books and are the type parents might wish to buy as gifts for their children.

Any book listed by the Junior Literary Guild may be substituted in the appropriate grade and division.

It will be noted that some books are listed in more than one grade. This is because some books are of interest and of suitable vocabulary to pupils in more than one grade. Each pupil, of course, will offer the book in only one grade for membership in the State Circle.

GRADE I

I Literary Readers

Read any 4 literary readers suitable for grade one in addition to the adopted texts.

II Stories and Rhymes

Read any 6

- Johnny Crow's Garden, Brooke—F
- The Farm Book, Smith—F
- Busy Little Brownies, Banta—808.8
- Children of Mother Goose, Cowles—398
- Cotton-Tail First Reader, Smith—808.8
- Cotton-Tails in Toyland, Smith—808.8
- Doll Land Stories, Brington—F
- *The Fairy Primer, Banta—398
- Little Black Sambo, Bannerman—F
- The Singing Farmer, Tippet—372
- The F-U-N Book, LaRue—F
- Tale of Peter Rabbit, Potter—F
- Adventures in Story Land, Primer, Taylor—808.8
- Mother Goose Book, Bolenius and Kellogg—F
- Work-A-Day Doings, Serl And Evans—808.8
- Work-A-Doings on the Farm, Serl—808.8
- The Story-A-Day Book, Holt—808.8
- My Reading Book, Youngquist and Washburn—808.8
- Bible Story Reader, Book I, Faris—220
- An Airplane Ride, Read—F
- An Engine's Story, Read—F
- A Story About Boats, Read—F
- At Grandfather's Farm, Read—F
- *Billy's Letter, Read—F
- *Jip and the Firemen, Read—F
- The Little Black Hen, Deihl—F
- Kitten Kat, Dearborn—F
- Betty and Jack, Lisson-Meador—808.8
- The Magic Boat, Wright—F
- Gray Kitten and Her Friends, Hall—F
- Read It Yourself Stories, Harris and Edmonds—808.8
- *Tales from Story Town, Ashton—F
- Indian Life Series—Little Eagle, Deming—970.1
- *Nature Activity Readers, Book I, Edwards and Sherman—808.8

Little Farmers, Hardy and Hecox—F

Betty's Letters, Hardy and Hecox—F

Peggy Goes Riding, Hardy and Hecox—F

Fire, Hardy and Hecox—644

Bozo, the Woodchuck, Brown and Butterfield—F

Health Stories, Book I, Towse and Gray—613

Art Stories, Book I, Whitford, Lick & Gray—750

*The Real Mother Goose, Jr. Edition—398

*Tim Chick, Meyer—F

Cinder the Cat, Huber—F

*Toby Chipmunk, McElroy and Younge—F

*American Standard Bible Readers, First Bible Stories, Moore—220

*John and Jean, Pickard & Simpson—F

Johnnie and Jennie Rabbit, Serl—F

In Rabbitville, Serl—F

*Pine Tree Playmates, Blaisdell—F

*Stories of the Red Children, Brooks—970.1

*The Sandman: His Farm Stories, Hopkins—F

*Chimney Corner Stories, Hutchinson—F

*Rhymes and Stories, Lansing—F

*Sing-Song, A Nursery Rhyme Book, Rossetti—821

Shining Star, Walker—F

Let's Play, Buckingham & Dolch—808.8

Play Days, Primer, Buckingham—808.8

Playing Together, Buckingham & Buckingham—808.8

Thanksgiving Time, Schenk—F

Christmas Time, Schenk—F

Valentine Day, Schenk—F

Easter Time, Schenk—F

Voices of Verse, Bk. I, Flynn, McLean, Lund—808.1

The Story Book of Houses, Petersham—F

The Story Book of Food, Petersham—F

The Story Book of Clothes, Petersham—F

The Story Book of Transportation, Petersham—F

Number Stories, Bk. I, Studebaker, Fendley, Gray & Knight—372.7

Science Stories, Bk. I, Beauchamp, Crampton—500

*Angus and the Ducks, Flack—F

*The White Punny, Flack—F

Pinnfore Palace: A Book of Rhymes for the Nursery, Flack—821

GRADE II

I Literary Readers

Read any 4 literary readers suitable for grade two in addition to the adopted text.

II Stories and Rhymes

Read any 6

- Tom Thumb, Ferrault—F
- Bobby and Betty at Home, Dopp—808.8
- Bobby and Betty at Play, Dopp—808.8
- Bobby and Betty in the Country, Dopp—808.8
- Cock, the Mouse, and the Little Red Hen, LeFevre—F
- Dutch Twins, Perkins—914.9
- Hiawatha Primer, Holbrook—970.1
- In Fableland, Serl—398
- Jack O'Health and Peg O'Joy, Herben—613
- Bunny Rabbit's Dairy, Blaisdell—808.8
- Wag and Puff, Hardy—808.8
- Under the Story Tree, LaRue—F
- Story Folk, Suhrie and Gee—808.8
- The Squirrel Tree, McElroy and Younge—F
- Fairies of the Nine Hills, Banta—398
- In Animal Land, LaRue—372
- Wags and Woofie, Aldredge, McKee—F
- Baby Animals, Troxell and Dunn—590
- Little World Children, Scantlebury—910
- Fun at Sunnyside Farm, Minor—F
- Story Fun, Shurie and Gee—808.8
- Nan and Ned in Holland, Olmstead and Grant—914.9
- Six Nursery Classics, O'Shea—398
- *Good Times with Beverly, Andress-Goldberger—F
- Takamere and Tonhon, Arnett—F
- The Gay Kitchen, Sherman—F
- Sandy the Tin Soldier of the A. E. F., Connor—F

The Indians in Winter Camp, Deming and Deming—970.1
 *Skags, the Milk Horse, Huber—F
 *The Bojabi Tree, Rickert—F
 *The Little Sallie Mandy Story Book, Van Derveer—F
 *Circus Animals, Gale—F
 Bow-Wow and Mew-Mew, Craik—F
 *Little House in the Woods, Hunt—F
 *The Tortoise and the Geese, Bidpot—F
 *Clever Bill Nicholson—F
 *Rice to Rice Pudding, Smalley—F
 *Peter-Pea, Grishina Givago—F
 *Karl's Journey to the Moon, Maja Lindberg—398
 *The House at Pooh Corner, Milne—F
 *Fairy Tales, Perrault—398
 *Orchard and Meadow, Meyer—F
 *Little Blacknose, Swift—F
 *Skitter Cat, Youmans—F
 *When the Root Children Wake up, Olfers and Fish—F
 *Spinach Boy, Lenski—F
 *Clear Track Ahead, Lent—625
 Billy Gene and His Friends, Lynch—F
 Peter's Wonderful Adventure, Murray—398
 Tambalo, Lide and Alison—F
 Fleetfoot, The Cave Boy, Nida—808.8
 The Tree Boys, Nida—808.8
 Citizenship Readers, School Days, Ringer and Downie—808.8
 The Farm Book, Smith—F
 Peter and Polly in Autumn, Lucia—808.8
 Peter and Polly in Spring, Lucia—808.8
 Peter and Polly in Winter, Lucia—808.8
 *Playtime Stories, Dunlop and Jones—F
 *Alice and Billy, Lisson and Meador—808.8
 Tatters, McElroy and Younge—F
 The Snow Children, Walker—F
 Christopher Robin, Story Book, Milne—F
 Fall of the Fairy Prince, McElroy—F
 *Nature Activity Readers, Book II, Edwards and Sherman—808.8
 Munching Peter and Other Stories, Buckingham—808.8
 Play Days with Billy and Betty, Miller—F
 Voices of Verse, Bk. II, Flynn, McLean, Lund—808.1
 The Story Book of Houses, Petersham—F
 The Story Book of Food, Petersham—F
 The Story Book of Clothes, Petersham—F
 The Story of Transportation, Petersham—F
 Little World Children, Scantlebury—910
 *Sing-Song and Other Poems, Rossetti—821
 *Winn'e, the Pooh, Milne—F
 *The Funny Thing, Wanda Gag—F
 *Millions of Cats, Wanda Gag—F
 *Snippy & Snappy, Wanda Gag—F
 *The Runaway Sardine, Brock—F
 *The Wee Little Old Woman, Beskow—F
 *Angus and the Ducks, Flack—F
 *The White Puppy, Flack—F
 *When We Were Very Young, Milne—821
 *Now We Are Six, Milne—821

*Beppo, the Donkey, Wells—F
 *Coffee Pot Face, Fisher—F
 *The Adventures of Peter and Lotta, Beskow—F
 *The Story of Little Black Mingo, Bannerman—F

GRADE III

Read any 4

I Literature and Fiction

Japanese Fairy Tales, Book I, Wiliston—398
 Peter and Polly in Summer, Lucia—808.8
 *Pig Brother and Other Fables, Richards—398
 Poems for Reading and Memorization, Grade III—808.1
 *Mother West Wind's Children, Burgess—F
 Merry Animal Tales, Bigham—F
 The Poetry Book III, Huber, Bruner, Curry—808.1
 Literature for Reading and Memorization, Book III, Tucker—808.8
 Kipwillie, Krapp—372
 Adventures of a Brownie, Mulock—F
 Adventures of Reddy Fox, Burgess—F
 East O' the Sun and West O' the Moon, Thomsen—398
 Story Friends, Suhrie and Gee—808.8
 Peter Pan and Wendy for Boys and Girls, Barrie—398
 Tiny Tail and Other Stories, Andrew, Beston, Hale—F
 Bee, the Princess of the Dwarfs, France—F
 The Billy Bang Book, LaRue—F
 Peter's Wonderful Adventure, Murphy—398
 The Climbing Twins and Other Stories, Clark—F
 Silver Pennies, Thompson—808.1
 Bad Little Rabbit, Bigham—F
 Real Life Reader—New Stories and Old, Martin—808.8
 Powder Puff, Peterson—F
 *Wonder Legends of Norseland, Chadwick—398
 Fun at Sunnyside Farm, Minor—F
 *The Kelpies, Blaisdell—F
 *The Kelpies Run Away, Blaisdell—F
 *Grandmother's Doll, Bouton—F
 *Frawg, Weaver—F
 *Poodle-Oodle of Doodle Farm, Lawton and Mackall—F
 *I Go A-Traveling, Tippet—F
 *I Live in a City, Tippet—F
 *Scalawag, Hannin—F
 The Great Idea, Buckingham—808.8
 *Timothy Crunchit, the Calico Bunny, Ball—F
 Play Days with Billy and Betty, Miller—F
 Voices of Verse, Bk. II, Flynn, McLean, Lund—808.1
 Story of a Donkey, Segur—F
 *Sing-Song and Other Poems, Rossetti—821
 *Millions of Cats, Wanda Gag—F
 *The Funny Thing, Wanda Gag—F
 *Snippy and Snappy, Wanda Gag—F
 *The Runaway Sardine, Brock—F
 *The Wee Little Woman, Beskow—F
 *Fairies and Chimneys, Fyelman—821
 *A Child's Day, De la Mara—821

*When We Were Very Young, Milne—821
 *Now We are Six, Milne—821
 *Beppo, the Donkey, Wells—F
 *Coffee Pot Face, Fisher—F
 *The Adventures of Peter and Lotta, Beskow—F
 *Clean Peter and the Children of Grubbylea, Adelberg—F
 *Mother Goose Village, Bingham—F
 *The Painted Pig, Morrow—F

II History and Biography

Read any 3

How the Indians Live, Dearborn—970.1
 Five Little Strangers, How They Came to Live in America, Schwartz—910
 Child's Book of American History, Blaisdell—Ball—973
 The Cave Twins, Perkins—909
 The Tree Dwellers, Dopp—900
 Viking Tales, Hall—914.8
 Stories of Great Americans for Little Americans, Eggleston—920
 Fifty Famous Stories Retold, Baldwin—904
 Stories of American Pioneers, Heard-King—973
 Red People of the Wooded Country, Deming and Deming—970.1
 Moccasined Feet, Wolfachlager—970.1
 Taming the Animals, Nida—808.8
 *Little Girl of Long Ago, White—F
 *Tales from Far and Near, Terry—940
 The Indians in Winter Camp, Deming & Deming—970.1
 *Indian Child Life, Deming & Deming—F
 Indian Lodge Fire Stories, Linderman—970.1
 *Children of the Wild, Deming—599
 *Red Folk and Wild Folk, Deming—F

III Geography and Travel

Read any 3

Japanese Twins, Perkins—915.2
 First Lessons in Geography, Knowlton—910.7
 Around the World, Book II, Carroll—910.7
 Around the World with the Children, Carpenter—910.7
 Belgian Twins, Perkins—914.9
 Child Life in Many Lands, Perdue—910
 Geography for Beginners, Shepherd—910.7
 *How We Are Clothed, Chamberlain—600
 *How We Are Fed, Chamberlain—600
 Wretched Flea, A Chinese Boy, Muller—915.1
 Dutch Twins, Perkins—914.9
 Old Mother West Wind, Burgess—F
 How Other Children Live, Perdue—910
 *Miki, Petersham—F
 Little World Children, Scantlebury—910
 The Story Book of Houses, Petersham—F
 The Story Book of Food, Petersham—F
 The Story Book of Clothes, Petersham—F

The Story of Transportation, Petersham—F

IV Nature, Science and Invention Read any 4

*At the Zoo, Lewis—590
Book of Nature Myths, Holbrook—398

Journeys to Health Land, Andress—613

Mother West Wind's Animal Friends, Burgess—F

*Nature Study for Boys and Girls, Book III, Craig—507

Our Birds and Their Nestlings, Walker—598.2

Jack O'Health and Peg O'Joy, Herben—613

Nature Stories for Children, Autumn, Gordon and Hall—507

Nature Stories for Children, Spring, Gordon and Hall—507

By the Roadside, Dunn and Troxell—507

In Field and Forest, Dunn and Troxell—507

The First Book of Birds, Miller—598.2

Chats in the Zoo, Weimer and Jones—590

Children of our Wilds, Villinger—F

*Light Then and Now, Lacey—644

*The Outdoor World, Edwards and Sherman—F

Wonders of the Animal World—590

V Art, Music, Civics, Morals Read any 1

Why We Celebrate Our Holidays, Curtis—390

Bible Story Reader, Grade III—220

*Brownie's Health Book, Moulton—613

Great Pictures and Their Stories, Book III, Lester—750

New Stories (Community Life), Hardy—808.8

Nixie Bunny in Manners Land, Sindelar—808.8

Nixie Bunny in Workaday Land, Sindelar—808.8

Granny's Wonderful Chair, Brown—398

Citizenship Readers, The Good Citizens Club, Ringer and Downie—808.8

*Diggers and Builders, Lent—F

GRADE IV I Literature and Fiction Read any 5

Alice's Adventure in Wonderland, Carroll—309

Best Stories, Hardy—808.8

Hawthorne's Wonder Book—398

Jorli, Spyri—F

Just So Stories, Kipling—F

Pinocchio, Collodi—F

Poetry, Book IV, Huber, Bruner, Curry—808.1

Posy Ring, Wiggin & Smith—808.1

Really Truly Fairy Tales, Benson, Banta—398

Robinson Crusoe Reader, Cowles—808.8

Literature for Reading and Memorization, Book IV, Tucker—808.8

Jataka Tales, Babbitt—F

Reading and Living, Book I, Hill-Lyman-Moore—808.8

Anton and Trini, Olcott—F

Joan of Arc, Monvel—F

Fairy Tales, Grimm—398

Story Adventures, Suhrie and Gee—808.8

The Adventures of Buster Bear, Burgess—F

The Blue Bird for Children, Maeterlinck—398

English Fairy Tales, Jacobs—398

*The Happy Prince and Other Fairy Tales, Jacobs—398

Granny's Wonderful Chair, Brown—398

In the Days of the Giants, Brown—398

Fanton Farm, Krapp—507

A Dog of Flanders, Ramee—F

The Wee Scotch Piper, Brandeis—F

Swift Eagle of the Rio Grande, DeHutt—F

Oregon Chief, Hudspeth—F

*My Caravan, Grover—811

Cherry Farm, Thompson—F

*Golden Staircase, Chisholm—821

*Max, the Story of a Little Black Bear, St. Clair—F

Story of a Donkey, Segur—F

Treasure Trails, Far Away Hills, Harper and Hamilton—F

Lulu's Library, Alcott—F

Voices of Verse, Book II, Flynn, McLean, Lund—808.1

Shining Star, Walker—F

Wings of Flame, Fyelman—F

*Clean Peter and the Children of Grubbylen, Adelberg—F

Peter and Wendy, Barrie—398

*Poor Cecco, Bianco—F

*Mappa the Fairy, Ingelow—F

*Peep Show Man, Colum—F

*Pinafores and Pantlets, Choate & Curtis—F

*The Velveteen Rabbit, Bianco—F

*The Muffin Shop, Garnett—F

*The Red Fairy Book, Lang—398

*Talking Beasts, Wiggin & Smith—398

Japanese Fairy Tales, Bk. I, Williston—390

II History and Biography Read any 4

American Hero Stories, Tappan—920

*American Explorers, Book III, Gordy—920

American History Stories for Young Readers, Tappan—973

*Camp and Trail in Early American History, Dickson—973

Child's Book of American History, Blaisdell & Ball—973

Heroes of the Nations, Althouse—920

History Reader for the Elementary Schools, Revised, Wilson—973

Indian Lodge Fire Stories, Linderman—970.1

Viking Tales, Hall—914.8

Stories of American Pioneers, Heard, King—973

Old Greek Stories, Baldwin—292

Indian Folk Tales, Nixon, Roulet—970.1

Winnebago Stories, LeMere—970.1

*Pilgrim Stories, Humphrey—917.3

History Stories for Primary Grades, Mo. Ed., Wayland—973

Hero Stories for Children, Collins and Hale—920

Why We Celebrate our Holidays, Curtis—390

Holiday Time Stories, Deihl—F

How the Indians Lived, Dearborn—970.1

Dan Hur and the First Farmers, Nida—F

*Boy Heroes in Making America, Bailey—920

*Annetie and Her Family, Leetch—F

*Tommy Tucker on a Plantation, Leetch—F

*The True Story of Benjamin Franklin, Brooks—921

*Stories of William Tell, Marshall—921

Then and Now in Dixie, McDonald—F

III Geography and Travel Read any 3

Little People of the Snow, Muller—919.8

Little Folks of Many Lands, Chance—910.7

Japanese Fairy Tales, Book II, Williston—398

*How We Are Sheltered, Chamberlain—600

*How We Travel, Chamberlain—600

The Houses We Live In, Carpenter—600

*Holland Stories, Smith—914.9

*Eskimo Legends, Snell—919.8

Eskimo Stories, Smith—919.8

Children of Other Lands, Allen & Robinson—910

Airways, Engelman and Salmon—629.1

Seven Little Sisters, Andrews—910

Betty in Canada, McDonald—917.1

*Paz and Pablo, Mitchell—919.1

Japanese Twins, Perkins—915.2

The Little Swiss Wood Carver, Brandeis—F

Northward Ho! Stefansson and Schwartz—917.9

*When I Was a Girl in Bavaria, Harper—914

*When I Was a Girl in Australia, Ryan—919.3

*Little Bear, Latimore—F

IV Nature, Science and Invention Read any 3

Animal Pets from Far and Near, Sloane—590

First Book of Birds, Miller—598.2

First Lessons in Nature Study, Patch—507

Food We Eat, Carpenter & Carpenter—600

Merry Animal Tales, Bigham—F

*Nature Study for Boys and Girls, Book IV, Craig—507

*Wilderness Babies, Schwartz—580

*Lobo, Rag and Vixen, Seton—507

Book of Nature Myths, Holbrook—398

Real Nature Stories, Denton—507

Green Magic, Kenly—580

Dinty the Porcupine, Baker and Baker—580

Forest Friends in Fur, McFee—590

*Big Book of Green Meadow Stories, Burgess—F

*In My Zoo, Eipper—590

*Ekorn, Lie—F

*Little Sea-Folk, Gaylord—590

Children of our Wilds, Villinger—F

Elephant's Friend, Buckingham—808.8

Stories of Outdoor Science, Dougan—500

Wonders of the Animal World, Dupuy—590

V Art, Music, Civics, Morals
Read any 1

Musical Appreciation Reader, Grade IV, Kinsella—780

Courtesy Book, Dunlea—395

Old Testament Stories, Grover—220

Great Pictures and Their Stories, Book IV, Lester—750

Why We Celebrate Our Holidays, Curtis—390

- Stories of the Youth of Artists, Roberts—750
Citizenship Readers, Teamwork, Dwell and Stockton—808.8
*Clear Track Ahead, Lent—625
*High Days and Holidays, Adams-McCarrick—394

GRADE V

I Literature and Fiction

Read any 5

- Aesop's Fables, Weeks—398
Bird's Christmas Carol, Wiggins—F
Black Beauty, Sewell—F
Arabian Nights Entertainments, Johnson—398
Andersen's Fairy Tales, Stickney—398
Tanglewood Tales, Hawthorne—F
The Little Lame Prince, Craik—372.3
The Song of Hiawatha, Longfellow—811
King of the Golden River, Ruskin—398
Nurnberg Stove, La Ramee—F
Poetry Book V, Huber, Bruner, Curry—808.1
Rab and His Friends, Brown—F
Swiss Family Robinson, Wyss—F
*Uncle Zeb and His Friends, Frenz—F
Hans Brinker or the Silver Skates, Dodge—F
Literature for Reading and Memorization, Book V, Tucker—808
Merry Adventures of Robin Hood, Pyle—398
The Treasure of Belden Place, Cavanah—F
Father Time's Gifts, Moore-Wilson—F
Pinocchio, Colodi—F
The Story of Naughty Kildeen, Marie, Queen of Roumania—398
Me and Andy, Kelley—F
Heidi, Spyri—F
Water Babies, Kingsley—F
The Topaz Seal, Heal—F
Olaf, Lofoten Fisherman, Schram—F
Little Pilgrim in Penn's Woods, Albert—F
Sonny Elephant, Bigham—F
Jerry and Grandpa, Wicksteed—F
At the Back of the North Wind, Macdonald—393
In a Green Valley, Buckingham—808.8
The Magic Canoe, Fox—F
Voices of Verse, Bk. III, Flynn, McLean, Lund—808.1
Dr. Doolittle's Return, Loftin—F
New Found Tales, Eagan—F
Granny's Wonderful Chair, Brown—398
Reading and Living, Bk. II, Hill, Lyman & Moore—808.8
Wings of Flame, Eagan—F
Peter and Wendy, Barrie—398
*Peep Show Man, Colum—F
*The Tale of a Monkey, Alexander—F
*The Cat Who Went to Heaven, Coatsworth—F
*Miss Muffet's Christmas Party, Crothers—F
*Smoky Days, Wigwam Evenings, Eastman—398
- II History and Biography
Read any 5
American History Story Book, Blaisdell, Ball—973
Boys and Girls in American History, Blaisdell, Ball—973
*Colonial Days, Gordy—973
Community Life Today and in Colonial Times, Beeby—917.3

- *Daniel Boone and the Wilderness Road, Bruce—921
Davy Crockett, Sprague—921
Everyday Life in the Colonies, Stone, Fickett—917.3
Following the Frontier, Nida—973
Stories of Pioneer Life, Bass—917.3
Martha of California, Otis—917.3
Log Cabin Days, Blaisdell—917.3
Mary of Plymouth, Otis—917.3
Peter of New Amsterdam, Otis—917.3
The Puritan Twins, Perkins—917.3
American Hero Stories, Tappan—920
Early Candlelight Stories, Skelter—372.3
Following the Frontier, Nida—973
Knights Old and New, Hoben—398
Winnebago Stories, La Mere and Shinn—970.1
*Children of History, Early Times, Hancock—909
Red Man or White, Ford—F
Inventions and Discoveries of Ancient Times, Nida—808.8
The Treasure in the Little Trunk, Orton—F
*Number Stories of Long Ago, Smith—511
Man's Long Climb, Lansing—F
Stories of American Pioneers, Heard & King—973
Then and Now in Dixie, Macdonald—F
Southern Heroes, Chase & Peery—920

III Geography and Travel

Read any 4

- Alaska, The American Northland, Gilman—917.9
*Alaska and Canada, Kern—917.9
Continents and Their People, North America, Chamberlain—917
Great Cities of the United States, Southworth—917.3
Representative Cities of the United States, Hotchkiss—917.3
Sentinels of the Sea, Owen—910.4
Kak, the Copper Eskimo, Stefansson—919.8
Wanda and Greta at Broby Farm, Palm—F
Wings and Runners, Tom's Alaskan Adventures, Marsh—F
Little Journeys Through California, Gordon—917
*Traveling Shops; Stories of Chinese Children, Rowe—F
*Czechoslovakia, Schott—914.37
*Theras and His Town, Snedeker—F

IV Nature, Science, Invention

Read any 2

- Clothes We Wear, Carpenter—600
*Nature Study for Boys and Girls, Fifth Grade, Craig—607
Our Bird Friends and Foes, Dupuy—598.2
Our Winter Birds, Chapman—598.2
The Wonders of the Jungle, Book I, Ghosh—590
Stories of Luther Burbank and His Plant School—580
Apis, the Hive Bee, Frey—595
*Southern Woodland Trees, Berry—582
*Black on White, Ilin—655
Stories of Outdoor Science, Dougan—500
Health Reader, Playmates, Book II, Weiss—613

V Art, Music, Civics, Morals

Read any 2

- Everyday Manners, Wilson—395
*Bible Stories, Vol. I, Moulton—220
Atlantic Reader, Book II, Condon—808.8
Great Pictures and Their Stories, Book V, Lester—750
Music Appreciation Reader, Book V, Kinsella—780
Boys of the Bible, Snyder—220
Girls of the Bible, Snyder and Trout—220
*Book of Art for Young People, Conway, Conway—750

GRADE VI

I Literature and Fiction

Read any 6

- Robinson Crusoe, Defoe—F
Heidi, Spyri—F
A Dog of Flanders, Ramee—F
Jungle Book, Kipling—F
Five Little Peppers and How They Grew, Sidney—F
Monty, the Goat Boy, Spyri—F
Pappina, A Little Italian Girl, Davis—F
*Pal O'Mine, King of the Turf, Hawks—F
Poetry, Book VI, Huber, Bruner, Curry—808.1
Some Merry Adventures of Robin Hood, Pyle—398
Literature for Reading and Memorization, Book VI, Tucker—808.8
Gulliver's Travels, Swift—F
King Arthur and His Knights, Pyle—398
Hiawatha, Longfellow—811
Little Women, Alcott—F
Bird's Christmas Carol, Wiggins—F
Katrinka, Haskell—F
Little Men, Alcott—F
Skip-Come-A-Lou, Darby—F
Timothy's Quest, Wiggins—F
Biography of a Grizzly, Seton—590
Under the Lilacs, Alcott—F
Swiss Family Robinson, Wyss—F
The Prince and the Pauper, Mark Twain—F
Pinocchio's Visit to America, Patri—F
Water Babies, Kingsley—F
Tanglewood Tales, Hawthorne—F
Hans Brinker or the Silver Skates, Dodge—F
Juniper Green, Keyes—F
Skipper, Walker—F
The Bald Knobbers, Tuck—F
You Make Your Own Luck, Singmaster—F
Boy Scouts and the Oregon Trail, Martin—F
*Girls of Long Ago, Peters—920
*Tales of a Basque Grandmother, Carpenter—F
*Orange Winter, Medary—F
*Two Children of Tyre, Kent—F
Dr. Doolittle's Return, Lofting—F
The Masquerade, Buckingham—808.8
Joe's Boys, Alcott—F
*The Lonely Fisherman, Valentine—F
*Polaria, An Eskimo Dog, Baynes—636
*The Monkey That Wouldn't Kill, Drummond—F
*Captain January, Richards—F
*Old Indian Legends, Zitkala-Sa—398
Jackanapes, Ewing—F
Kablux of the Eskimo, Thomas—F
Voices of Verse, Bk. III, Flynn, McLean, Lund—808.1

*Buffalo Bill and the Overland Trail, Sabin—921

*Bear Stories, Miller—591

The Witness Tree, Wire—F

New Found Tales, Eagan—F

*The Iliad for Boys and Girls, Church—880

*The Odyssey for Boys and Girls, Church—880

Reading and Living, Bk. III, Hill-Lyman, Moore—808.8

Indian Nights, Brown—970.1

Wings of Flame, Eagan—F

II History and Biography

Read any 5

Days and Deeds One Hundred Years Ago, Stone, Fickett—973

Hannah of Kentucky, Otis—917.3

*How Our Grandfathers Lived, Hart—973

*Pioneers of the Rockies and the West, McMurry—920

*Stories of Missouri, Musick—577

The Texas Ranger, Gillette, Driggs—917.3

Florence Nightingale, Richards—921

The White Indian Boy, Wilson and Driggs—970.1

When They Were Girls, Moore—920

When They Were Boys, Read—920

*Daniel Boone of the Wilderness Road, Bruce—921

Early Men of Science, Nida and Nida—920

Pioneers of the Air, Gravatt—920

Abraham Lincoln for Boys and Girls, Moors—921

Missouri, Our State of, Walker, Hardaway—977

*Discovery of the Old Northwest and Its Settlement by the French, Baldwin—977

Overland in a Covered Wagon, Miller—917.8

Susan of Sandy Point, Coswell—F

*Children of History, Later Times, Hancock—909

*Heroes of Science, Gottler-Jaffe—920

Indian Nights, Brown—970.1

Red Skin and Pioneer, Barry and Barr—F

Missouri Stories for Young People, Briggs & Phillips—917.8

*Indian History for Young Folks, Drake—970.1

Early Men of Science, Nida & Nida—920

Sons Known to Fame, Ahlers—920

Daughters Known to Fame, Ahlers—920

Southern Heroes, Chase & Perry—920

III Geography and Travel

Read any 5

Geographical Reader of Missouri, Bratton—917.3

Geographical Reader of Africa, Carpenter—916

Geographical Reader, South America, Carpenter—918

Stories of the Great West, Roosevelt—977

*South America, Fairbanks—918

Aviation Stories, Thomson—929.1

*Sky Travel, Romer—629.1

Panama and Its Bridge of Water, Nida—918.6

The Wonders of the Jungle, Book II, Ghosh—590

Billy and Jane, Explorers, Books I and II, Speed—507

Robin and Jean in France, Grey—914.4

Exploring the Earth, McCreary—590.74

IV Nature, Science and Invention

Read any 2

Birds and Bees, Burroughs—598.2

Burgess Animal Book—590

Burgess Bird Book—582

Burgess Flower Book—580

*Nature Study for Boys and Girls, Sixth Grade, Craig—507

Stories of Luther Burbank and His Plant School—580

Stars Through Magic Casements, Williamson—523

Wonders of the Jungle, Book II, Ghosh—590

The Ship Book, Dukelow and Webster—623

*A Year in the Wonderland of Trees, Hawsworth—598

*The Stir of Nature, Carr—591.5

*Tales of Birdland, Pearson—598.2

*Nature Secrets, Chambers—507

*Plants and Their Children, Dana—580

*Three Young Crows and Other Bird Stories, Baynes—598.2

*Seashore Book for Children, Burgess—F

*First Book of Birds, Miller—598.2

*Cranes Flying South, Karazin—F

Stories of Outdoor Science, Dougan—500

Story of Aircraft, Fraser—620

V Art, Music, Civics, Morals

Read any 2

Atlantic Reader, Book II—808.8

Great Pictures and Their Stories, Book VI, Lester—750

Music Appreciation Reader, Book VI, Kinsella—780

The Spirit of America, Patri—320

*Jimmie and the Junior Safety Council, Boothe—613

*Book of Art for Young People, Conway, Conway—750

GRADE VII

I Literature and Fiction

Read any 6

Hoosier School Boy, Eggleston—F

Treasure Island, Stevenson—F

Huckleberry Finn, Mark Twain—F

Adventures of Tom Sawyer, Mark Twain—F

The Man Without a Country, Hale—F

Call of the Wild, London—F

Rebecca of Sunnybrook Farm, Wiggin—F

Betty Jane of the House of Smiles, Barrett—F

Courtship of Miles Standish, Longfellow—811

Enoch Arden, Tennyson—821

Green Mountain Boys, Thompson—F

An Old Fashioned Girl, Alcott—F

Linnet on the Threshold, Raymond—F

Boy Life on the Prairie, Garland—917.8

Famous Girls of the White House, Sweetser—920

Hidden Island, Rutherford—F

Nights With Uncle Remus, Harris—398

The Lady of the Lake, Scott—821

King Arthur and His Knights, Tennyson—398

Being a Boy, Werner—F

The Old Curiosity Shop, Dickens—F

Oliver Twist, Dickens—F

Patsy's Brother, Campbell—F

The Poetry Book, Grade VII, Huber, Bruner, Curry—808.1

The Red Badge of Courage, Crane—F

Tales from Shakespeare, Lamb—822

*Tales from the White Hills, Hawthorne—F

Legend of Sleepy Hollow, Irving—F

The Land of Evangeline, Thomson—808.8

Firecracker Land, Ayscough—F

Whale Off—The Story of American Shore Whaling, Edwards and Kattray—F

*Mountain Gateways, Harper-Hamilton—808.8

Wonder Book for Girls and Boys, Hawthorne—398

Little Pilgrim to Penn's Woods, Albert—F

*Daring Deeds Done by Girls, Moore—920

Mrs. Wiggs of the Cabbage Patch, Rice—F

Emmy Lou, Martin—F

Daddy Longlegs, Webster—F

Rip Van Winkle, Irving—F

The Last of the Mohicans, Cooper—F

Snow Bound, Whittier—811

Smoky, the Story of a Cow Pony, James—F

Dan's Boy, Cobb—F

Kidnapped, Stevenson—F

Three Boy Scouts in Africa, Douglas, Martin, Oliver—916.7

*In the Swiss Mountains, Spyri—F

The Masked Rider, Wynne—F

Book of Treasured Poems, Bowlin—808.1

Kabluk of the Eskimo, Thomas—F

The Mystery House, Burroughs—F

Voices of Verse, Bk. IV, Flynn, McLean, Lund—808.1

Dr. Doolittle's Return, Lofting—F

Tony and His Pals, Christeson—F

Wings of Flame, Eagan—F

Debby Barnes, Trader, Skinner—F

Dick Byrd, Green—921

*The Boy's King Arthur, Lanier—398

*Wild Animals I have Known, Seton—599

*Kari, the Elephant, Mukerji—F

*Squawberry Canyon, Rutherford—F

II History and Biography

Read any 5

*Long Ago in Egypt, L. Lamprey—913.3

*Long Ago People, L. Lamprey—901

Men of Iron, Pyle—F

Our Nation's Heritage, Hallock, Frantz—973

Our Ancestors in Europe, Hall—973

Little People of Japan, Muller—915.2

The Lone Scout of the Sky, West—921

Making of An American, Riis—921

*Men of Old Greece, Hall—920

What the Old World Gave the New, Southworth—973

Child's Book of American Biography, Stimpson—920

Boy's Life of Theodore Roosevelt, Hagedorn—921

In the Days of Queen Elizabeth, Tappan—921

Modern Pioneers, Cohen-Scarlet—920

Young Lafayette, Eaton—921

What Time Is It? The Story of Clocks, Ilin—681

How They Carried the Goods, Muller and Tengren—385

Young America Looks at Russia, Acheson—914.7
Dutch Boy Fifty Years After, Bok—921

*Heroes of the Air, Fraser—920
*Pioneer Heroes, McSpadden—920
*The Maid of Orleans, Smith—920
*Story—Lives of Master Musicians, Brower—780
*Stories of the States, Sanchez—973
*Buried Cities, Hall—913.3
*Story of the Greek People, Tappan—938
*Story of the Roman People, Tappan—937

III Geography and Travel

Read any 5

The Swiss Twins, Perkins—914.6
*Stories of Our Mother Earth, Fairbanks—910
Little Journey Series, France and Switzerland, George—914
Hans and Hilda in Holland, Smith—914.9
Geographical and Industrial Readers, Asia, Allen—915
Europe and Asia, Barrows, Parker—914
At School in the Promised Land, Antin—921
The Land of Evangeline, Thompson—808.8
*From Trail to Railway Through the Appalachians, Brigham—917.3
*China, Frank—915.1
*The Japanese Empire, Frank—915.2
*Mexico and Central America, Frank—917.2
*Travel Stories, Japan, Holmes—915.2
*African Adventure Stories, Lorine—799
Exploring the Earth, McCreary—890.74

IV Nature, Science and Invention

Read any 3

Stories of Useful Inventions, Farman—608
The Training of Wild Animals, Bostick—590
Elementary Study of Insects, Haseman—595
Science of Things About Us, Rush—507
Boy's Own Book of Inventions, Darrow—608
*Camp Life in the Woods, Gibson—796
Nature's Craftsman, McFee—595
*How to Know the Wild Flowers, Dana—583
*Bird Neighbors, Blanchan—598.2
*Bird-Life, Chapman—598.2
*How the World is Changing, Heal—550

*Sprite, the Story of Red Fox, Baynes—591

*Tales from Nature's Wonderlands, Hornaday—590

Radio Amateur's Handbook (Revised Ed.), Collins—620

The World Around Us, Powers, Neuner, Bruner—507

Stories of Outdoor Science, Dougan—500

V Art, Music, Civics, Morals

Read any 3

The Young Citizens, Dole—320
Atlantic Readers, Book III—808.8
Great Pictures and Their Stories, Book VII, Lester—750
Good Citizenship, Richman, Walack—320
What Would You Have Done?, Jones—800

Young People's Story of Music, Whitecomb—780

The Pathfinder, Evans—808.8

*Young Master of Music, Roberts—780

*The Boy's Own Book of Politics for Uncle Sam's Young Voters, Shepherd—353

GRADE VIII

I Literature and Fiction

Read any 6

Black Arrow, Stevenson—F

The Oregon Trail, Parkman—973

The Talisman, Scott—F

Ivanhoe, Scott—F

Captains Courageous, Kipling—F

David Copperfield, Dickens—F

Oliver Twist, Dickens—F

The Three Musketeers, Dumas—F

The Poetry Book, Huber, Bruner, Curry, Book VIII—808.1

Required Poems, Book IV—808.1

Stickeen, Muir—F

The Great Stone Face, Hawthorne—F

Two Years Before the Mast, Dana—F

Moby Dick, Melville—F

The Vision of Sir Launfal, Lowell—811

The Little Shepherd of Kingdom Come, Fox—F

Lad, A Dog, Terhune—F

The Boy's Ben Hur, Wallace—F

The Deerslayer, Cooper—F

Anne of Green Gables, Montgomery—F

Bambi, Salten—F

Mystery of the World's End, Berger—F

Girls of Long Ago, Peters—920

Girls Who Became Famous, Bolton—920

Rusty Ruston, McNeely—F

Jacqueline of the Carrier Pigeons, Seaman—F

Men of Iron, Pyle—F

*Young Fu of the Upper Yangtze, Lewis—F

A Book of Humorous Poems, Teter—808.1

*Son of "Old Ironsides," Barrows—F

On the Reindeer Trail, Williamson—F

Debby Barnes, Trader, Skinner—F

Rolling Wheels, Grey—F

The Jumping-Off Place, McNeely—F

Gray Caps, Knox—F

*Opening the Iron Trail, Sabin—F

*Penrod, Tarkington—F

*The Wolf Patrol, Finnemore—F

*Orpheus With His Lute, Hutchinson—292

Christmas Carol, Dickens—F

*The Alhambra, Irving—914.6

*Gay-Neck: the Story of a Pigeon, Mukerji—F

*Trade Wind, Meigs—F

*Pearl Lagoon, Nordhoff—F

*With the Indians in the Rockies, Schultz—F

*Rain on the Roof, Meigs—F

*Felita, Kahmann—F

*Ramona, Jackson—F

*Navarre of the North, Darling—F

*Lance of Kanana, French—F

*Star: the Story of an Indian Pony, Hooker—F

The Masked Rider, Wynne—F

Book of Treasured Poems, Bowlin—808.1

Kablux of the Eskimo, Thomas—F

Hills of Gold, Gray—F

Careers Ahead, Cottler & Brecht—F

Dark Circle of Branches, Armer—F

Voices of Verse, Bk. IV, Flynn, McLean, Lund—808.1

Wings of Flame, Eagan—F

Dick Byrd, Green—921

*Best Dog Stories, Watkins—590

*Kindred of the Wild, Roberts—F

*As the Crow Flies, Meigs—F

*Bob, Son of Battle, Ollivant—F

*The Boy's King Arthur, Lanier—398

*Wild Animals I Have Known, Seton—599

*True Stories About Dogs, Gask—636

*Kari, the Elephant, Mukerji—F

*Squawberry Canyon, Rutherford—F

*Theodore Roosevelt's Letters to His Children—921

*Bob Flame Rander, Yeager—F

*The Mystery Club, Whitney—F

*Daniel Boone, Wilderness Scout, White—921

II History and Biography

Read any 5

The Story of My Life, Helen Keller—921

In the Days of Queen Elizabeth, Tappan—921

The Dawn of American History, Nida—973

Boy's Life of Mark Twain, Paine—921

Ox-Team Days on Oregon Trail, Meeker—917.8

Boyhood of a Naturalist, Muir—921

Heroes of the Farthest North and Farthest South, MacLean and Fraser—920

Builders of Empire, Darrow—920

*The Beginning of Our Nation, Lynskey-Sauer—973

*George Washington, Thorsmark—921

Our Foreign Born Citizens, Beard—920

*Allison Blair, Crownfield—F

*The Gauntlet of Dunmore, Dunmore—F

*"We," Lindbergh—921

*Heroes of Civilization, Cottler and Jaffe—920

*Stories of American Leaders, Herd & King—920

*With Carson and Fremont, Sabin—F

*Boy's Life of Edison, Meadowcroft—921

*Florence Nightingale, Richards—921

Lone Scout of the Sky, West—921

*A Magician of Science: The Boy's Life of Steinmetz, Hammond—921

III Geography and Travel

Read any 5

Geographical and Industrial Readers, South America, Allen—918

Geographical and Industrial Readers, United States, Allen—917.3

Geographical and Industrial Readers, North America, Allen—917

Little Journey Series, Hawaii and the Philippines, George—919.1

Little Journey Series, Mexico and Central America, George—917.2

Panama and Its Bridge of Water, Nida—918.6

Sky Travel, Romer and Romer—629.1

*A Boy's Eye-View of the Arctic, Rawson—919.8

*David Goes to Greenland, Putnam—919.8

*The Life of Robert E. Lee for Boys and Girls, Hamilton, Hamilton—921

*Boy Scout with Byrd, Siple—919.9

*Girls in Africa, Best—F

*Travelers Letter to Boys and Girls, Hewins—914

*Young Folks Book of Other Lands, Stuart—910
Exploring the Earth, McCreery—590.74

IV Nature, Science, and Invention Read any 5

Boyhood of a Naturalist, Muir—921
Open Door to Science, Caldwell, Meier—600

Stories of Useful Inventions, Forman—608

The Training of Wild Animals, Bostick—590

Romance of the Airmen, Humphreys and Hosey—629.1

*Little Tales of Common Things, McFee—507

*Everyday Mysteries: Secrets of Science in the Homes, Abbott—500

*Model Airplanes, Allen—629.1
Stories of Outdoor Science, Dougan—500

*When the Stars Come Out, Baker—523

*Book of Stars for Young People, Mitton—523

V Art, Music, Civics, Morals Read any 3

A Dutch Boy Fifty Years After, Bok—921

Atlantic Reader, Book V—808.8
Pilgrims Progress, Bunyan—F

*Picture Studies from Great Artists, Williams—750

*Old Testament Narratives, Baldwin—220

Great Pictures and Their Stories, Books VIII and IX, Lester—750

The Making of an American, Riis—921

Boy Scouts of America, Official Handbook for Boys—369

The Other Wise Man, Van Dyke—F

Classic Myths in English Literature and Art, Gayley—291

The Ten Dreams of Zach Peters, Hagedorn—320

The Pathfinder, Evans—808.8
The New Winning Their Way, Faris—F

*Charm by Choice, Wadsworth—395

*Promised Land, Antin—921

*Pop Warner's Book for Boys, Warner—796

*Book of Courage, Hagedorn—920

BE OF GOOD CHEER

(Cont'd from page 193)

The school administrator, harassed by the impossible task of balancing next year's budget, and the teacher, with her next year's salary cut to the bone and perhaps with part of her last year's salary unpaid, may ask, where is the money coming from to support the schools as they have been supported in the past? The coming year and probably a longer period will be hard for the schools; but the depression will pass, and revenue will flow again. Yet such schools as the nation needs will continue to require large expenditures. Not only the school crisis but also the general needs of government will compel the revision of our entire system of taxation.

Barring some catastrophe to civilization, schools and the means of education will be forever encouraged and supported in our country. Let the fainthearted among us take courage.

AN ART PROJECT

(Cont'd from page 195)

About this time I gave the children a collection of small pictures for their notebooks. Noting I had many miniatures left, back came one little girl to ask for a collection of pictures for her "art gallery" in her play house at home. The rest followed like sheep, and my oversupply of pictures disappeared. Back came the first little girl with a story of

how three-year-old baby brother at home could name all the pictures already. Fearful of criticism because the walls were so crowded with pictures by this time, I decided to remove most of them from the wall before Farm-club meeting one Friday night. Miss Baker suggested I leave them up. What was my surprise and delight to find the meeting delayed that night as mothers and dads went from wall to wall beaming pride as pre-school children identified pictures, or as the parents themselves identified the pictures about which the school children had talked much at home.

We hit upon the idea of copying poems under each—for which we could find a suitable poem—"Barefoot Boy" under Sully's "Torn Hat," Longfellow's "Windmill" under Ruysdael's picture by that name, Browning's "Song From Pipa Passes" under "Song of the Lark" by Jules Breton. This plan had several aims back of it—a memory gem for the kiddies to keep, a connecting link between poetry and art, and practice in copying poetry.

Interest and enthusiasm grew. With over three hundred pictures on the wall—pinned to our rough paper—we decided to eliminate those we didn't care for. We discarded three!—one because it lacked character when the color was taken away as in our miniature, two because they were Monet's impressionistic type and neither the children nor I appreciated them.

Came a day when we reached our Dutch room and our beloved Franz Hals, with

his "Jester" and "Laughing Cavalier." Alas! Our reading revealed that Hals had loved his wine-cup too well. Believe Hals a drunkard? We did not! "Miss Carol, how could he drink and still paint that wonderful lace on the dress of the 'Laughing Cavalier?' I don't believe it! His hand could not have been that steady if he drank!"

Then came "The Mill" by Ruysdael. We had already planned a "Rainbow Village" for the sandtable at the township Visitation Day at our school-house March 15. Inspiration again! The village should be Dutch, with a mill and dike patterned from "The Mill!" We set out to learn all we could about Holland. By this time a seventh-grader who had previously studied Holland had moved into the district. With his aid and the aid of books and magazines, we found Holland to be a land of wooden shoes, dikes, tulips, cows, dogs, milk-carts, windmills, pebbled streets, and storks. Our Rainbow village contained all these, even to tiny red and yellow tulips in front of the homes and a

row of wooden shoes at the door of the schoolhouse. This Dutch project led to paper-cutting, cement work for our pebbled road, a field-trip to get tiny colored pebbles, research to find pictures of Dutch life, soap and paraffin-carving to model wooden shoes and boats, and the result was something to be proud of. The houses of colored paper in order of the colors of the rainbow stood on either side of a pebbled road of many colors, with storks on the roofs of the homes and tulips and wooden shoes in the yard. A canal with dikes of wood similar to that shown in "The Mill" was crossed by a tiny bridge with a milk-cart and dog standing on its arch. A huge wooden windmill lifted its arms near the canal, while at the back a crescent-shaped pool in imitation of the Zuyder Zee was dotted with tiny fishing boats of white paraffin with white sails.

Our Dutch Sandtable led to Wooden-shoe invitations to our Township Rally and a Dutch border for the blackboard. The rainbow colors were echoed in the

GOOD LOOKS ARE ALSO IMPORTANT



... and herein Chewing Gum, especially during the years of childhood, may materially aid in the perfect development of the shape of the face.

Although Chewing Gum is purely and simply a pleasure item, dentists point out that it is excellent for the teeth if consistently enjoyed 5 to 10 minutes after two meals a day (preferably after breakfast and supper). From the standpoint of Good Looks, the sheer exercise from the chewing helps to properly develop the mandible and maxillae. Much of the crowding and overlapping of teeth (never attractive) might be traced to

lack of exercise for the first teeth and young permanent molars. Encourage children to chew Gum. *There is a reason, a time and a place for chewing gum.*

G-116

Forward Looking

business groups shun extravagant statements. They call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers.

FOUR FACTORS TOWARD GOOD TEETH ARE RIGHT FOOD, DENTAL CARE, PERSONAL CARE AND PLENTY OF CHEWING EXERCISE

border and in the curtain tiebacks of paper. Booklets of Dutch life and of the Art of different nations we had studied were on exhibition. Our County Chorus songs were copied and bound in Dutch bindings. Our register of the day was a booklet in windmill form.

Talks by the children Visitation Day concerned our Art Gallery and our Dutch

projects—and they were good talks, for the children forgot themselves, and thought only of their subjects. Needless to say, the parents learned much, not only of Art but of modern school methods. And the teacher—well she learned too. If you aren't too old to learn, start an Art Gallery. You'll find your education just beginning.

The Bridge Over the Chasm

By Mrs. B. F. Langworthy, Chicago
President, National Congress of Parents and Teachers.

(Excerpts from an address on Parent Teacher Day, Chautauqua Institution, Chautauqua, New York, August 10, 1934.)

TIME WAS, IN AMERICAN life, when there was no need of a bridge to span the gap between home and school, for, in those early days, the school teacher was an integral part, not only of the community life, but of every family in it. Then the teacher received most of his stipend in "room-'n-board," and lived one month, more or less, in each home in the district.

The system had many disadvantages but it had the great advantage of mutual acquaintance, so intimate that no tale could be brought to or from the school without certainty of verification, and there was maintained an equality of position which made for harmony between the teacher and the taught.

Then came the flood of material prosperity in the United States, in which tax funds were more easily procured, and the teacher demanded his rights and set up his own home and family tree. This flood, without anyone realizing it, dug the chasm which rapidly deepened until the home and school were far apart in understanding, sympathy and joint action. The flood, moreover, has been so rapid and so quiet that we did not know it existed until, suddenly, it appeared, deep and wide and full of jagged rocks and sliding clay.

Then, only about forty years ago, began the task of building across this great gap, a bridge to connect these two most potent influences in the life of the American child, the home and the school, and this resulted in the home and school movement.

In the meantime we have learned that nothing can be done for the child without the understanding and cooperation of the home and school.

Is it Child Health? It is impossible for the health education in the school to be effective unless the home carries the same, or allied program.

Is it Character Education? There is no point at which the program is more vitally dependent upon interrelation than in the building of character. If the home nullify the teaching of the school in good citizenship,

in spiritual values, in integrity, or, if the home teaches virtue and the school scoffs at it, the child is in a perilous way for it all ends in cancellation of effort.

Is it Citizenship? No school can plant these ideals into the minds of its pupils if the home regards the responsibilities of citizenship as unimportant. The home must be a laboratory for all school-taught citizenship.

Is it Recreation? Commercial recreations such as motion pictures, pool rooms, dance halls and picnic grounds can become an enrichment of life or a degradation, according to the influence behind each one. Many schools are putting into their English classes, a course on the appreciation of the motion picture, designed to give the pupils an understanding of what constitutes a good film. If parents, however, persist in patronizing the most salacious pictures in the fond hope that the bad influence will "go over the heads of the children" it is practically useless for the schools to attempt such a study.

Is it Book Learning? This has been generally considered the chief function of the school, and the helping of children in "home study" has been accepted as a detriment by most school authorities, if only because parents do it so ill. A home which provides no place more conducive to study than the general living room where a radio shrieks, croons, or declaims all day, where neighborhood gossip is retailed and rehearsed, where adults smoke and younger children play noisily, is making it as nearly impossible as may be, for the adolescent mind to apply itself to meaningless black marks in a school book.

The Strength of the Home. In the last three years, it has been necessary for the keepers of the children's future, to strengthen the abutments of the school end of this bridge over the chasm, for the pounding of the waves of the depression have threatened to undermine these pillars. Day and night we have labored to build up the public demand for adequate schools for the children. The effort has told, and a new understanding of, and belief in the

school is apparent throughout the land. The support of the part of our structure must never be allowed to crumble through over confidence. But now we must remember the home end of the bridge, for this is even more important in a time of depression. The old adage, "When poverty enters the door; love flies out of the window," held a bitter seed of truth.

The bridge of San Luis Ray needed only one weak spot to bring catastrophe to many lives. The Home and School Bridge is no safer if there is one loose stone in the abutments.

The Parent Teacher Association is the name of this structure which spans the chasm. We invite you all to use it with us; to become a part of the constant stream of those who pass to and fro with the children of the Nation. If you have not tried this way of passage, we urge you not to keep to the old river ford, down at the bottom of the gorge, but to take, with us, the short, safe crossing of the Bridge Across the Chasm.

OBJECTIVE TESTS

(Cont'd from page 198)

Dan H. Eikinberry, Professor of School Administration, Ohio State University.

"Fundamentally I am opposed to such examinations."

F. P. O'Brien, Professor of Secondary Education, University of Kansas.

"Personally, I am strongly skeptical of the value or desirability of that type of program as it usually seems to work out."

Dr. L. V. Koos, Professor of Secondary Education, University of Chicago.

"I recall that while I was still at Minnesota the question was raised as to whether the University should embark on a program of scholarship tests and that I expressed myself as somewhat unfavorable to such a plan."

Dean Thomas E. Benner, College of Education, University of Illinois.

"It seems to me so self-evident that it scarcely needs to be stated here that any state-wide program of testing in the principal subjects in grades ten through twelve carries with it grave dangers of artificially determining methods and objectives and of 'freezing' the curriculum."

Dean Grayson N. Kefauver, School of Education, Stanford University.

"My judgment is not favorable to the giving of achievement tests to the students in the high schools throughout a state."

Those promoting this new testing plan are urging it partly as a guidance pro-

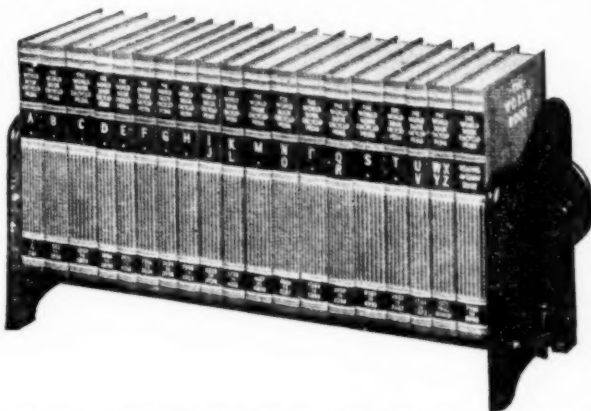
FREE UNIT MATERIAL

Complying With State Course of Study. Based On The

NEW
1934

WORLD BOOK
ENCYCLOPEDIA
19 Volumes

Over 1,000 Improve-
ments Over 1933
Edition



(Mail Coupon At Once For This Free Unit Material)

Name.....

Address.....

City.....

ROACH-FOWLER COMPANY

1020 McGee

KANSAS CITY, MISSOURI

(If interested in an attractive sales position check here ☐)

gram, claiming that by measuring the growth of pupils from year to year in the high school by means of standard tests the student may be given better guidance particularly with reference to the question of whether to go to college or not. The plan, however, cannot be justified on that basis. In the first place, it should be obvious at once that measurement of growth from year to year is not practical in the high school as it is in the elementary school, since the very large majority do not continue study in one specialized field, e. g. French, physics, history, or type-writing more than two years. With respect to the usefulness of test scores on that basis, the studies for college guidance, the studies by Darling, by Crawford and Burnham, and by others clearly indicate that the high school mark is more valid a basis of predicting success in college than any other single variable, including achievement test and intelligence test scores.

In the interest of a program of secondary education built with social vision and a recognition of our new social, economic, and political problems and conditions, and in the interest of preserving the freedom of secondary education to grow and improve, this new conception of service must be carefully scrutinized in the light of its most probable effects.

COMMERCIAL CURRICULUM

(Cont'd from page 199)

Fourth, **Specialized business training for various vocations.** This newest phase of commercial education is justified by the fact that seventy-five per cent of our high school graduates do not go on to college. Obviously, specialized training for various vocations belongs rightfully to the high school curriculum.

Together with a sympathetic board and a responsive community, the wise administrator and the far-seeing teacher can create a curriculum that will mould the student into commercial education's ideal product—a skilful worker, loyal to an honorable employer's best interests; a wise consumer; and a worthwhile social being.

In conclusion, attention should be drawn to one factor as important as any of the

foregoing. A commercial education curriculum dares not remain static; it needs constant revision in the face of shifting business conditions and changing consumer demands.

MODERN YOUTH

(Cont'd from page 200)

the children respected their parents and adults whether they did or not. One should listen to the remarks of a few of the adults of today to get their own childhood reactions to this philosophy.

Personally, after viewing the past twenty years with its World War (the apparent causes and futile results of which are known to almost every high school student) the most infamous treaty which followed the war, the period of so-called Prohibition, the utter disregard of the law of our land, or the proper methods of its change, the reign of graft, lawlessness and banditry, the great amount of mob rule and lynching that is permitted to exist, and the man-made economic muddle which appears as a Gordian knot to most of us, leaves us wondering whether or not the youth of today has much upon which to base his respect. In all great national crises, the hope of victory or actual recovery falls on the shoulders of youth. Today is no exception. The future rests with the youth of today, and light is again dawning in the east.

TERCENTENARY CELEBRATION

(Cont'd from page 207)

as practiced in the Commerce Department.

Journalism Classes—Reproduce the first issue of the paper which was prepared in your school. Put out a celebration issue devoted to the history of secondary education in your community, using material supplied by the History Classes in addition to original research by the paper's staff. Run interviews with earliest graduates. Run reports of all celebration activities in the community and in the school. Run features throughout the year on the significance of the 300th anniversary.

Penmanship Classes—Prepare posters contrasting old fashioned writing styles with modern writing styles.

Music Classes—Rehearse songs which were popular in the early schools, and cooperate

(Cont'd on page 235)

❖ ITEMS OF INTEREST ❖

Kansas City schools opened with a net gain of 146 pupils over the first day last year. The secondary and higher institutions showed a net gain of 794 while the elementary schools lost 648.

Mrs. Edna Stowell, a teacher in the Hannibal system, retires this year. Mrs. Stowell was graduated from the Illinois State Normal School at Bloomington in 1887 and from Ann Arbor in 1892. The A. D. Stowell School in Hannibal was named in honor of Mrs. Stowell's husband, who served as its principal in the gay nineties.

Mrs. Hattie McDonald for forty years a teacher in the Poplar Bluff schools has retired.

J. A. Koontz, formerly Superintendent of Schools at Joplin, Missouri, one time President of the Missouri State Teachers Association, one time President of the Montana Teachers Association, one time Director of Education in France for the 86th Division, for a while salesman for a prominent visual education manufacturer, and who for the past four years has been looked upon as a retired citizen of Joplin, recently surprised his many friends in and out of that city by the announcement that he had passed the state bar examination and that he expects to engage in the practice of law.

Attorney Koontz says: "Persistence is a fundamental principle which I have tried to implant in the minds of my students. As long as one keeps young in spirit and has determination and persistence, he is young enough to achieve in a new and arduous endeavor. I have sought to exemplify this principle in my own life. My ambition is to serve honorably and helpfully in the profession of law, and thus to continue to be an example to those who have looked to me for guidance in years gone by."

The curricula of the Excelsior Springs schools will include two new subjects this year. A full time music instructor has been employed and improvements and repairs have been made in many of the buildings and grounds.

Non-resident pupils will be barred this year from the Joplin schools. The failure of the state to pay \$12,378 in tuition fees has prompted this action. The board does not wish to burden Joplin tax-payers for school facilities for non-tax paying students. An excess of 300 students is also given as another cause of this action.

Bonds amounting to \$13,500 for the rebuilding of the Farmington high school carried almost eight to one.

The improved financial outlook for the Doniphan schools has enabled the board to add one teacher and several new courses to the high school curriculum.

H. H. McNabb of Marshfield plans to organize as many adult education classes this fall as the need demands. These classes not only give adults a chance to go to school and learn things that enrich their lives but also gives employment to unemployed teachers.



The new Merriam-Webster, now ready, is the most important contribution to educational equipment in 25 years.

Easy to use and its encyclopedic treatment of thousands of topics makes it indispensable to all.

WEBSTER'S NEW INTERNATIONAL DICTIONARY *Second Edition*

The work of outstanding authorities. 600,000 entries. Magnificent plates in color and half tone. Thousands of new words. 12,000 terms illustrated. Thousands of encyclopedic articles. 35,000 geographical entries. 13,000 biographical entries. 3,300 pages.

Write for free illustrated booklet with specimen pages.

G. & C. MERRIAM CO., Springfield, Mass.

Almost without exception Audrain County rural schools have begun the 1934-35 scholastic year with a higher salary trend. Increases will average \$10.00 a month.

MISSOURI SOCIAL STUDIES TEACHERS HAVE NEW PUBLICATION

On May 18 the first number of the Missouri Social Studies Bulletin made its appearance. Published by the Department of Social Studies of the M. S. T. A., it is financed by subscription of twenty-five cents for four numbers.

The first issue was devoted to articles on Civic Education, and the second one, distributed on September 1st, included a list of research projects completed during the year which have special interest to social studies teachers. Any person wishing this and the next number should send subscriptions to the acting editor, J. C. Aldrich, Webster Groves High School, Webster Groves.

GEOGRAPHIC NEWS BULLETINS FOR CLASSROOM USE

The National Geographic Society, of Washington, D. C., announces that publication of its illustrated Geographic News Bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from every part of the world. The bulletins are illustrated from The Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, college and normal students. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They give timely information about boundary changes, geographic developments, new industries, costumes and customs, and world progress in other lands. Each application should be accompanied by twenty-five cents to cover the mailing cost of the bulletins for the school year.

NEW FEATURES FOR "SCHOOL LIFE"

Four pages more of important information will appear every month this year in SCHOOL LIFE, monthly journal of the Federal Office of Education.

Union of the Federal Board for Vocational Education and the Office of Education makes SCHOOL LIFE the official mouthpiece for the principal Government activities in the interest of education.

Following features of SCHOOL LIFE service are announced for the coming year:

A month to month account of the Federal Emergency Education Program.

Educator's Bulletin Board—listing new visual aids, educational radio programs, forthcoming meetings, new Government publications, maps and firms useful to teachers, theses, pamphlets, and books.

Aids for debaters: Since Federal Aid is the high school debate subject SCHOOL LIFE will supply useful references and data.

Other Countries Tell Us—a series of articles based on reports to the Office of Education.

Vocational Summary—notes and news of vocational education in agriculture, trade and industry, home economics, commercial subjects and rehabilitation.

Schools Report—news from State and city school systems reported to the Office of Education.

C. C. C. Education—Reports of progressive practices in the camps, and bulletins to camp educational advisers.

The new Commissioner of Education J. W. Studebaker has just been sworn into office. His policies and program as they develop will, of course, be reported in SCHOOL LIFE.

Due to the increase in the number of pages and increase in printing costs the Superintendent of Documents, Government Printing Office, has announced a new price for SCHOOL LIFE, 10 cents per copy, \$1 per year for 10 issues.

VITALIZED SCHOOL JOURNALISM

Readers of School and Community are requested to call attention of faculty advisers and student officers of publications to the project in school journalism planned by the Division of Publications of the National Education Association in accordance with the recommendations of the National Association of Journalism Advisers. It is the purpose of this project to help make school publications more effective mediums for school interpretation and to help editors and advisers keep in touch with events, movements, and plans related to school life. This project will include the founding and development of the National Association of Student Editors, whose official organ will be known as VITALIZED SCHOOL JOURNALISM.

This organization is to be a medium for the dissemination of education ideals among the students of the nation and a clearinghouse of information and ideas relating to school life and journalism. It will keep editors and advisers in touch with current movements and events which should be interpreted to students and parents and encourage the study and publication of local school history. With the help and direction of the Division of Publications, it will carry out various activities in creative school journalism and research for the benefit of members.

Some of the plans for school interpretation during 1934-35 deal with the 300th Anniversary Celebration of the Beginning of Sec-

dary Education, the Horace Mann Centennial Celebration, Federal Aid for Schools (the national debate topic), Studies in School History, American Education Week, Vitalized Commencements, News and Editorial Writing, Cartoon Drawing, and Printing. Before the end of the school term, members of the organization will submit their publications to be scored for the NEA Student Publication Honor Roll.

Complete information regarding the National Association of Student Editors and its affiliated projects may be secured by writing the Division of Publications of the National Education Association.

NATIONAL COUNCIL OF BUSINESS EDUCATION

Business teachers represent the last major group of teachers to organize a national council. This was accomplished last December at Cincinnati, Ohio.

This council is a federation of national, regional, state, and local associations of business teachers. Each affiliated association is entitled to two representatives on the Council.

The distinctive function of the Council is to formulate national policies of business education, and then to submit such policies to the member associations for vote. All policies of the Council are thus subject to the acceptance or veto of any member association. This procedure is similar to that of the Federal Government in submitting a proposed Constitutional amendment to the several states for express action of their legislatures. When such a proposed amendment has been ratified by three-fourths of the several states, it becomes a part of the Constitution or fundamental law of the Nation. Similarly, when proposed Council policies are ratified by the several affiliated associations, such policies become the *national policies of business education* formulated by organized groups of business educators and designed to govern the relations of this important field of education with the other fields of education, with business, and the other major interests of our modern complex social-economic life.

The need of such a Council in business education is generally recognized by business educators in all sections of the Nation. The perfecting of a Council organization which will best serve to meet this need is still in process of being made. Six standing committees have been appointed by the president of the Council for the purpose of collecting points of view from all sections of the country as to the kind of Council organization which will most fairly and representatively serve every member association.

A printed folder of the Council will be available October 1, 1934, and can be had by writing to the secretary, Miss Helen Reynolds, Ohio University, Athens, Ohio. This folder will explain the purpose, nature, and program of the Council, and will give the names of the eleven associations which have already become

affiliated members of the Council in the brief time since last March when the present administration began its organization work. Every national, regional and state association of business teachers, not already a member, will be addressed by the Council secretary soon after October 1, urging it to become fully informed about the purpose and work of the Council and ultimately to affiliate with the Council in bringing about *unity of effort in business education* in matters of national policy making.

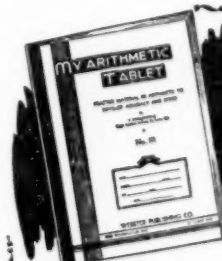
The officers of the Council are: President, Paul S. Lomax, New York University, New York, N. Y.; Vice-President, Ray Abrams, Samuel J. Peters High School of Commerce, New Orleans, Louisiana; Secretary, Helen Reynolds, Ohio University, Athens, Ohio; Treasurer, A. E. Bullock, Supervisor of Commercial Education, Los Angeles, California.

TERCENTENARY CELEBRATION

(Cont'd from page 232)

with Dramatic clubs in presentation of pageants or plays.

Social Studies Classes—Organize public debates and forums on Financing the Schools, The Ideal High School, Public vs. Private Education, Co-Education, Vocational vs. Cultural Education, Religious Education, Education During Adolescence, Education In Democracy, Education as a Political Football.



My Arithmetic Tablet
128 pages, 7½"x10", 16c

NEW WORKBOOK IN ARITHMETIC

IMPORTANT FEATURES

1. Abundance of practical material.
 2. Simplified scoring system. Number of correct answers is the score.
 3. Introductory helps for pupils.
 4. Standardized tests.
 5. Additional practice material for slow groups.
 6. Interesting problem material.
 7. Carefully and scientifically graded.
 8. Ample space for writing answers and pupil computations.
 9. Answers are on perforated sheets in each book.
 10. Table of contents to enable teacher to turn to exercise needed for practice.
 11. Substantially bound.
 12. Priced so all pupils can afford to use it. Cost less than tablet paper. Guaranteed to be satisfactory.
- The Series: MY ARITHMETIC TABLET for first, second, third, fourth, fifth, sixth, seventh and eighth grades.
A book for each grade, each 16c
In quantities, 12c each, net, postage extra.

FREE Catalog—listing 100 Workbook and Seat-work Books at prices pupils can afford to pay.

WEBSTER PUBLISHING COMPANY
1808 WASHINGTON AVE., ST. LOUIS, MO.

Mathematics Classes—Describe the philosophy in Mathematics as it affects the general culture of the secondary school student.

Industrial Arts—Present exhibitions of objects created in industrial and vocational training classes for parents and other public visitors.

General: The school as a whole may observe the celebration with assemblies, parades, exhibitions and demonstrations of all kinds. The memorial issue of *Scholastic*, to be published in February 1935, has been officially authorized and designated by the Department of Sec-

ondary School Principals of the National Education Association as the official book to celebrate the secondary schools' 300th anniversary.

In observing the anniversary, teachers should bear in mind the objects of the celebration: to present to the public the aims and works of secondary education; to emphasize the necessity of public secondary education to a free democracy; to acquaint the public with advanced developments in secondary instruction; to improve the chances for every boy and girl to benefit from the full potentialities of the secondary schools.

Textbooks Often Obsolete Dirty and Ragged

From "Books & Authors" in Chicago Daily News

By Sterling North.

HERE'S a simple problem:

If a child can retain eleven times as much of what he sees in the movies as what he reads in his school textbooks—

And if the parents of that child are willing to pay approximately five times as much to send that child to the movies as to buy him decent books for school work—

And if 80 per cent of all the movies that child sees are about sex and crime—

Then, just how interested in that child is the parent?

And what sort of child will he turn out to be?

A Shocking Situation

Approximately 27,000,000 children attend the movies on an average of twice a week. Parents are willing to pour at least \$5,000,000 into Hollywood coffers once every seven days, and yet the communities of this rich country let their children use obsolete, dirty and often disease-infected textbooks.

Less than 2 per cent of the entire school budget of this country is used for clean, new books, and in many cities irate citizens shouting about the size of the tax bills would like to lop off even this infinitesimal fraction.

Is It Ballyhoo?

Convinced that at least part of the nationwide campaign to give the children up-to-date, readable books was ballyhoo on the part of textbook publishers, we took the time to look up the figures offered by the National Education Association.

We had an idea that perhaps the situation was not as bad as it had been pictured.

As a matter of fact it is worse.

The most recent bulletin of the Educational Research Service shows that in thirty-nine cities above 100,000 in population, only 1.2 per cent of the total current school expense is going for textbooks and supplies. In 728 cities expenditures for books and supplies have fallen to a fraction of the essential minimum.

During the same period the school attend-

ance in these same cities has gone up 150,000. Chicago failed to report, but New York cut their book allowance 28 per cent, Detroit 64 per cent, Denver 69 per cent with an estimated 6 per cent additional cut for the present year. Strangely enough, Peoria, Ill., was among the scattered handful of cities in which the purchase of textbooks has gone up each year.

One school in Ohio is using texts in algebra and English published eighteen years ago, texts in physiology and zoology published twenty-seven years ago. There are two counties in Illinois which have not changed a basic text in twelve years. Baltimore, Md., is resurrecting text zoos discontinued (supposedly for obsolescence) fifteen or twenty years ago.

Like the Kentucky hill-billy who had just heard of the assassination of Lincoln, thousands of young Americans, whom we are presumably trying to fit for the stiffest competition ever seen in the history of the world, are viewing the world through the eyes of prewar authors. The last president in their history books is Wilson.

Danger to Health

A recent investigation showed that a much-used book may carry 1,250 to 3,350 bacteria per 100 square centimeters. One girl is thought to have contracted trench mouth from her schoolbooks. The parent wrote an indignant letter to a newspaper saying: "I have seen books brought home which I didn't care to touch with the tips of my fingers."

In Kentucky some years ago a smallpox epidemic was traced to used books imported from an infected territory in Tennessee. Perhaps the yearly epidemics of grippe and influenza may in part be traced to dirty schoolbooks.

Probably the hard-working boards of education have enough problems on their hands without agitations for modern, well-printed, sanitary books. But some day American parents should demand books that will aid rather than hinder their children in their long, hard battle to get a useful education.

❖ ❖ BOOK REVIEWS ❖ ❖

CONCERNING TWO IMPORTANT BOOKS

By Ed. Walker

Conclusions and Recommendations. Reports of the Commission on the Social Studies of the American Historical Association. Charles Scribner's Sons, 1934.

Pierce, Bessie Louise. **Citizens' Organizations and the Civic Training of Youth.** Report of the Commission on the Social Studies. Charles Scribner's Sons, 1933.

Though the absence of the didactic and the categorical in the first of these books may strike dismay to the hearts of those accustomed to lean heavily upon courses of study, this report will repay the most careful reading by every teacher and administrator in the public schools. Notwithstanding an almost superficial inclusiveness and occasional flashes of prejudice, the essay is consistent with the expressed point of view of the Commission, and it engages and sustains attention by the vigor of its discussion.

Denying the possibility of "one unequivocal organization of materials and one unequivocal method of teaching," the Commission expresses itself as of the opinion that teachers of social studies and their supervisory officers need above all else a shift in "frame of reference." In common parlance we might say "a broader point of view." With curt obeisance to scientific method, which will arouse the ire of many an educational taxidermist, the Commission affirms its position that the final determination of purpose, policy, and content for social studies rests upon ethical and aesthetic considerations. No methodological legerdemain can compensate for lack of comprehension of current social tendencies in the equipment of either teacher or administrator. Social studies must be shifted from an implicit and unquestioned individualism to recognition of inescapable collective trends. In pungent paragraphs the report relates this point of view to materials, methods, administration, supervision, testing, and teacher status. Caution is issued against a "completely integrated national system" of education, and recommendations are made for an extension of professional organization.

Because this report is likely to be widely influential, whatever criticism it may arouse, every teacher owes it to the profession to read it thoughtfully. Of course, others may not enjoy it as much as did the writer, who read

it just after emerging from a three-hour hot-air marathon on how to devise study-hall absence cards.

The second book is an earlier volume issued in the same series and under the same auspices as that discussed above. To the teacher who governs his behavior by a secret adherence to a doctrine of educational free will it will be most enlightening, not to say disconcerting. Here is not alone a discussion of the encroachment of organized propaganda and the development of group pressures upon the school, but an inclusive catalog of the reasons why teachers almost instinctively resort to the surreptitious if they wish to influence public policy on any important issue. All types of groups are here—racial, religious, fraternal, acquisitive, patriotic—with a statement of their purposes and methods for your evaluation. Read it and you will feel both enlightened and bewildered—well, bewildered, at least.

New

READERS IN

NUMBERS

HEALTH

SCIENCE

ART

The Gray CURRICULUM FOUNDATION SERIES

William S. Gray,
Directing Editor

A NEW IDEA in reading for the first three years. A plan which provides simple, interesting material in the various content fields—reinforcing the customary oral instruction and enriching the basic reading program.

NUMBER STORIES, Books I, II, and III
ART STORIES, Books I and II
HEALTH STORIES, Books I and II
SCIENCE STORIES, Book I (others in preparation)

Write for free descriptive material and sample pages.

SCOTT, FORESMAN AND COMPANY
623 S. Wabash Ave. Chicago

"AIDS TO TEACHING IN THE ELEMENTARY SCHOOL"

The Thirteenth Yearbook of the Department of Elementary School Principals deals with the "aids to teaching" in the elementary school as a means of enriching instruction. It shows the important place which effective devices in teaching have and also tells of the time saving and effective aids which should be used and where they may be secured.

The volume contains articles by a number of well-known educators. **Freeman** emphasizes the value of aids as a means of enriching the learning experiences of children. **Cody** believes that aids often simplify the learning process and thereby reduce the amount of effort required to understand abstractions. **Hays** urges a new deal in education leading to the wider use of visual aids. **Hoek** believes that it is necessary to help teachers in using mechanical aids. **Grasmuck** discusses the standards to be kept in mind in selecting maps, globes, and charts. **Coleman** points out the natural affinity which exists between schools and museums. **Wolf** discusses the various types of school exhibits. **Heaton** reminds us of the possibilities of blocks in the teaching of young children. **Weaver** suggests possible types of excursions. **Morgan** reminds us of the possibility of concert music. **Price** reports a survey made of the field trips in 268 public schools.

Spacht gives a systematic discussion of the possibilities of producing instruction materials within each school. **Tyler** lists and reviews briefly some of the available radio programs for general school use. **Berman** reviews the types of teaching aids which may be obtained from various business and philanthropic organizations. The NEA Research Division has summarized briefly and interestingly the results of a number of experiments with aids to teaching.

Space forbids telling about the splendid articles of all the contributors who have helped make this interesting compilation of "aids to teaching," but superintendents, principals, supervisors, and teachers have all had a part in its make-up. The yearbook has been compiled and edited during the past year by the Department's Editorial Committee. The members of the Committee this year were. **John S. Thomas** of Detroit, Michigan, **Helen B. Shove** of Minneapolis, Minnesota, and **Bess Clement** of Clarksdale, Mississippi.

The yearbook consists of about 400 pages bound with a heavy paper cover. It may be purchased from the Department for \$2.00 per single copy and at a discount in quantity lots. It is expected that the volume will be serviceable in teachers' meetings, educational conferences, and in the preparation of elementary school principals.

THE TEACHING OF COLLEGE ENGLISH.

Compiled by Oscar James Campbell. 8 vo. 192 pp. \$1.50. Sponsored by the National Council of Teachers of English. D. Appleton-Century Company: New York.

It has long been a common complaint among high school teachers of English that pupils entering secondary schools are not prepared to do high school work, and among college teachers that entrants in the freshman classes lack the training necessary for college work. Teachers in graduate schools have been no less critical of the scholarship and approach of students seeking graduate degrees.

With a view to bringing about a co-ordination and continuity in the teaching of English and literature that would eliminate the cause for such strictures, the National Council of Teachers of English organized in 1930 a Curriculum Commission to frame a pattern curriculum in English from kindergarten through graduate school. The first report of the Commission to be completed has just been published under the title, "The Teaching of College English." It was compiled by Oscar James Campbell, professor of English in the University of Michigan and president of the National Council, for the College committee of the Commission.

The book presents an up-to-date survey of the problems, methods, and philosophy of English teaching from the freshman class on. Controversial questions, such as the tutorial system, honors courses, comprehensive final examinations, the requirements for graduate degrees, and the supervision of inexperienced instructors, are discussed, with the arguments of the opposing sides given. Included are the recommendations of the College Committee on each phase of curriculum making in college and university.

Among the recommendations is this suggestion for correlating high school and college curricula in English: "To avoid repetition in reading and insure orderly development of those powers incapable of measurement in formal tests, regional conferences composed of teachers in both school and college should devise integrated programs of reading for the last two years in school and the first two in college."

In addition to possessing such a knowledge of grammar as is indispensable to accuracy of expression, entering freshmen, it is stated, "should be expected to understand the difference between thinking and compiling; to control ideas of more originality and maturity than copy-book maxims; to have learned to regard his writing as a means toward definitely apprehended ends."

A warning is sounded by the committee against specialization in English both in college and graduate school at the expense of other subjects contributing to well-rounded scholarship. At the same time, Dr. Campbell, in his introduction, emphasizes the peculiar importance of English. "Inaccurate, ambiguous, and hazy language," he writes, "is thought of identical quality. Therefore, it is important

not only for the effectiveness of work done in the English department, but also for efficiency of the entire process of American collegiate education, that all teachers within their appropriate limits should become teachers of English composition."

Designated teachers of English should, the report urges, "cultivate by the best means available, the ability to read aloud, the proper use and control of the voice, a sense of rhythm, and the power to reveal the quality of literature orally."

ADVANCING THE FRONTIER, by Ramon Coffman, Published by F. A. Owen Publishing Company. Price .72 post paid.

An interesting book about times when great activity prevailed in the midwest. The book bears a picture of the Alamo as a part of the cover design.

"Advancing the Frontier" is the sixth book in the "Story of America" series. It covers the period of expansion from 1800 to 1885.

A GROUP OF BUSINESS BOOKS, Published by Gregg

Interesting Letters, books one and two with a teachers manual is for use in the sixth, seventh, eighth or ninth grades. They are written by Sherwin Cody. They are well named and therein lies much of their teaching value. Exercises built upon the study of these interesting letters furnish the material for study.

The English of Business, by Hubert A. Hagar. Lillian Grissom Wilson and E. Lillian Hutchinson. This is for use in high school and business courses in private schools. It includes a careful review of English grammar with the idea that the first requirement of a young man or young woman fresh from school is usually required to put correctly and attractively into written English what has been dictated to them. With this goes the **English of Business Work Book**. Its pages are perforated and can be detached for use in the typewriter.

Keys and Cues, by Bruce Allyn Findlay and Esther Blair. Findlay presents dramatic ways of teaching business attitudes. It looks like a lot of fun and good hard business mixed in wholesome proportions.

Business Mathematics, by R. Robert Rosenberg is 510 pages of problems and exercises with a strong vocational and practical flavor and commercial value.

THE CURRICULUM READERS, by Baker and Read. Published by the Bobbs-Merrill Company.

A series of five books including "Playmates," a pre-primer; "Friends for Everyday," a primer; "Friends in Town and Country," a first reader; "Friends Here and Away," a second reader; and "Friends Around the World," a third reader.

These books with their Teacher's Manuals furnish material for basic instruction and reading drill or they may be satisfactorily used as co-basal or supplementary reading material.

DAILY LIFE LANGUAGE SERIES, by Johnson, Lyman, Dearborn, Bear and McGregor. Published by Ginn and Company.

This series is available in three books or in a book a grade edition. The series is impressive in many particulars. It conforms to the growing idea that effective English is an inter-related subject including all speaking, reading, composition, spelling and handwriting. Self-appraisal and individual instruction are clearly included in the philosophy of learning. Socialized projects occur throughout the series and are well adapted to the different grades. There are numerous and clever visual aids, sufficiently varied to displace the drudgery that has been too often a hindrance to English teaching. Unit organization of material, cumulative instruction, and specific work patterns characterize the entire series.

The authors are Roy Ivan Johnson of Stephens College, R. L. Lyman of the University of Chicago, A. Laura McGregor of the Public Schools of Rochester, New York, and Mata Virginia Bear, of St. Louis Public Schools.

Missouri Teacher Author of New Novel

Nellie Mills, a teacher in the high school of Monett, Missouri, is the author of a recently published novel entitled "Just As Of Old."

This is an old fashioned story of old fashioned Missouri people, interesting to girls in particular but to adults as well. The author displays a quiet charm and simplicity of narrative power which is a prophecy of further development of her powers as a novelist.

American Book Company

SERVICE

and

QUALITY

are offered to you to simplify your textbook problems at this busy season.

We offer schools a *complete list* of modern and effective texts and workbooks at low prices for **ELEMENTARY SCHOOL.....HIGH SCHOOL.....COLLEGE.**

AMONG THE NEW ARE

Strayer Upton Practical Arithmetic

Our World and Ourselves—Geography

Westward March of Man—History

Let Us Know Your Needs

American Book Company Chicago, Ill.

THE LENNES ESSENTIALS OF ARITHMETIC, A Pupil Activity Textbook, by Lennes and Traver. Published by Laidlaw Brothers.

These books cover grades three to eight inclusive and the publishers have thru them added to their established reputation as leaders in this field of publication. Each of the books is accompanied by a score card which furnishes a record for each page. Complete, concise and simple instructions for the use of each of the workbooks is an attractive feature.

STUDY GUIDES IN UNITED STATES HISTORY. A Workbook by J. R. Tucker and Russell A. Sharn. Published by Webster Publishing Company.

This is not a book of tests but of activities which will assist the student in his interpretation of history. The authors have kept free from the subservient following of any particular text and the workbook may be used satisfactorily with any good text.

Visual aids—maps, pictures, graphs and charts—occur on nearly every page.

THIS CHANGING WORLD, by Powers, Neuner and Bruner. 561 plus xviii pages. Published by Ginn and Co. Price \$1.40.

This is the second book in a series of three called "A Survey of Science for Junior High Schools." The authors have been guided by "A Program for Science Teaching" as developed by the "National Society for the Study of Education" in its Yearbook of 1932. Following the general aims and principles of this society the authors contributed from their own knowledge of the natural sciences and their practical experience in the teaching of them.

As the title indicates the underlying theme is a world of change in the living and non-living things around us. The material is organized into large units, six in all, and each unit is covered by from two to six chapters of discussion.

From the standpoints of clarity in discussion and illustration, questions to answer, questions to discuss and things to do, the book seems to leave little to be desired.

DAILY LESSON PLANS FOR TEACHING GREGG SHORTHAND BY THE SENTENCE METHOD

By Meyer E. Zinman, Elizabeth Friend Weitz, and Roslyn Strelsin, Abraham Lincoln High School, Brooklyn, New York. The Gregg Publishing Company, 1934. 320 pages; \$1.20.

This book is a handbook for teachers of Gregg Shorthand theory. It contains the actual daily lesson plans of three experienced shorthand teachers. The plans have been perfected after five years of classroom experimentation.

In these plans the authors have used the sentence method of instruction. They have constructed sentences containing all the important words in the vocabulary of the Gregg Shorthand Manual. Each day's lesson contains the following material counted for dictation:

Preview letter, sentences containing the new words to be learned, review sentences, and review letter.

In addition to the series of daily lesson plans, the book contains detailed suggestions for homework procedure, illustrated by facsimile pages of the actual homework of a student, methods of conducting and marking daily and weekly tests, and standards of achievement.

Astonishing Value \$99.50

BASS . . . Value Leader,
offers schools this \$150.00, 400 Watt biplane silent powerful Ampro 16 mm. Projector with all features at only \$99.50. Trial allowed. Money back guarantee.

RENT FILMS
1935 Edison Bass 16 mm. film catalog FREE. Hundreds of 16 mm. films. Educational, Religious, Comedies.

BASS CAMERA CO.
179 W. Madison St. Chicago

A PENNY a BULB

How many each, Narcissi, Tulips, Grape Hyacinths, Stars of Bethlehem? Good light-size bulbs, postage paid. Assemble a school order for 100 or more. Orders less than 100, 10c extra.

ORONOGO FLOWER GARDENS,
Carterville, Mo.

SCHOOL CARNIVAL SUPPLIES



Our New and Timely Booklet

"PROSPERITY SCHOOL CARNIVAL"

Mailed FREE on Request. Also New Free Catalog. Write

ALBERT V. JENSEN
Box 7, Highland Park Station—Dept. A
Des Moines, Iowa
Mention this ad.

"THE CATALOG'S THE THING"

TEACHERS MUST HAVE HELP.

Our 1934 catalogs will help you if you never order a penny's worth. They are as necessary as a dictionary and as handy as a pocket in a shirt. Send for as many as you need, today. They will help you help your pupils help themselves.

(A postcard will bring a catalog)

HOOVER BROS., INC., 922 Oak St.,
Kansas City, Mo.

(1934)

M. S. T. A.

GROUP LIFE INSURANCE

to

Members of the Missouri State Teachers Association who are under sixty years of age and in good health

One does not have to be a teacher in order to become a member of the Missouri State Teachers Association. Any person interested in the cause of education is eligible to membership.

Features of the Insurance:

RATES VARY ACCORDING TO AGE. Young members are not charged a high rate to offset a low rate charged older members. Each age group carries itself.

TOTALLY AND PERMANENTLY DISABLED POLICY HOLDERS are paid the full amounts of their policies on proof of such disability up to the age of sixty.

THE PRIVILEGE OF CONVERSION to other forms of insurance written by the company is extended to policy holders, without medical examination.

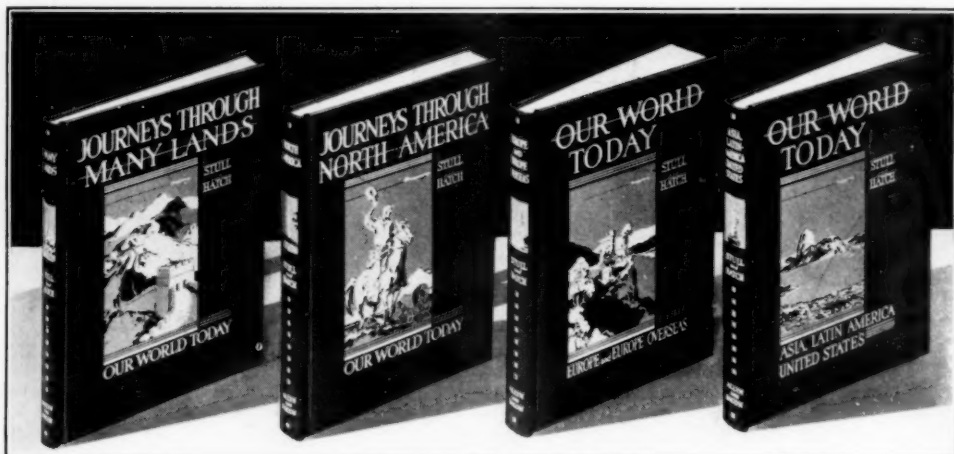
THE COMPANY IS FINANCIALLY SOUND. The officers of your Association were duly careful as to the soundness of the NORTH AMERICAN LIFE INSURANCE COMPANY OF CHICAGO when they unanimously agreed two years ago to allow that company to carry this group contract. Their investigations were made by and their advice received from insurance authorities including among others our own State Department of Insurance. Since that time nothing has developed to change your committee's confidence.

DUNNE'S INSURANCE REPORT

**BASED ON STUDIES MADE THIS YEAR RATE YOUR CARRYING COMPANY
(A) EXCELLENT**

**For further information and application blanks
write to Missouri State Teachers Association**

**E. M. CARTER, Secretary
Columbia, Missouri**



NEW COMPLETE SERIES OF GEOGRAPHIES

OUR WORLD TODAY

DE FOREST STULL

ROY WINTHROP HATCH

Teachers College, Columbia University

State Teachers College, Montclair

1. JOURNEYS THROUGH MANY LANDS
2. JOURNEYS THROUGH NORTH AMERICA
3. OUR WORLD TODAY—EUROPE AND EUROPE OVERSEAS
4. OUR WORLD TODAY—ASIA, LATIN AMERICA, UNITED STATES

The Series is published also in two volumes.

A new series promoting international understanding. Sets a new standard in maps, pictures, and interesting subject matter.

Written by two practical teachers who have had long experience in teaching children of the age for which the books are intended.

ALLYN *and* BACON

BOSTON

NEW YORK

CHICAGO

ATLANTA

SAN FRANCISCO

DALLAS